Identification of the Intended and Unintended Outcomes of Offering the International Baccalaureate Diploma Program in an International School in Egypt

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Dedication

This thesis is dedicated to my parents,

Dr. Mohamed and Helen Belal

for their love and support throughout.

Abstract

The purpose of this study is to identify the intended and unintended outcomes of offering the International Baccalaureate Diploma Program (IBDP) at the Cairo American College (CAC) in Egypt, both for the students and the school.

This mixed methods study involves a qualitative case study including document analysis, interviews, a focus group, and a quantitative tracer study. The document analysis was performed using literature from within and external to the International Baccalaureate Organization (IBO). At CAC, interviews were conducted with four school administrators, eight students, and ten alumni, while the focus group was conducted with six teachers. Matriculation data for all students graduating from CAC in 2012 and 2013, including those who did not participate in the IBDP, was obtained as part of the tracer study component.

The findings of this study show that the outcomes of offering the IBDP at CAC depend on the style of implementation of the IBDP, teacher interpretation of the curriculum, and choices students make during the program. The administrators, teachers, students, and alumni shared intended outcomes which included university preparedness, enhanced writing skills, and perceived advantage for university admissions. The results of the study indicate that offering the IBDP broadened most students' worldviews. It helped students by exposing them to a range of subjects and by developing their research skills. In addition, offering the IBDP helped to attract students to the school. The most frequently stated unintended outcomes of participating in the IBDP were students earning college credit, as well as developing time management and organizational skills. Other unintended outcomes indicated were the stressful and elite nature of the program. Engagement with the diverse local community was not one of the perceived main outcomes of offering the IBDP at CAC and is found to not be unique to participating in the IBDP. The diversity of the CAC student body was perceived as an integral factor for helping students

develop a wider worldview. The tracer study results show that three times as many IBDP graduates were enrolled in the top 50 universities worldwide as compared to non-IBDP graduates.

The most relevant theoretical frameworks for this study, due to CAC's diverse student body and the mission statement of the IBDP, are Allport's social contact theory and Mezirows' transformative learning theory. These frameworks help understand the IBDP and its impact.

The findings of this study inform educators, educational leaders, and the IBO about the intended and unintended outcomes of offering the IBDP at the CAC, including the factors that impact engagement with the diverse local community and international mindedness in the context of the IBDP. There are implications for educational leaders such as the need for a diverse student body in order to help develop wider worldview in students, as indicated by the findings of this study. The findings also reveal several implications for the IBO with respect to the perceived stressful and elitist nature of the IBDP. The IBO should consider the intense workload both for the students and the teachers, as well as the exclusive nature of the IBDP mostly due to the cost. There are also implications for the IBO in that the outcomes of the IBDP are dependent on the school, teacher, and student. This results in variable outcomes for each participating individual student. For example, the outcomes of creativity, action, and service (CAS) are dependent on students' choices of project. In addition, there are implications for educators as they embark on their journey of teaching course content while trying to implement the ideological aims of the IBO.

Table of Contents

List of Tables

List of Figures

Glossary of Acronyms

Acronym	Full name	Definition
AP	Advanced Placement	A program created by the College Board in the US, which offers college-level curricula to high school students.
CAC	Cairo American College	A private preK-12 American international school located in Cairo, Egypt.
CAS	Creativity, Action, and Service	A core component of the IBDP that involves students in creative, active and service projects.
CV	Curriculum vitae	A brief account of a person's education, qualifications, and previous occupations.
EE	Extended essay	A core component of the IBDP where students independently write a 4000-word research paper on a topic of their choice.
GMS	Hett's Global Mindedness Scale	An instrument developed by Hett in 1993 to measure a person's global mindedness.
IB	International Baccalaureate Program	A set of four school programs developed and overseen by the IBO, for students aged three to nineteen that focus on the development of Learner Profile attributes.
IBDP	International Baccalaureate Diploma Program	A two-year program designed for students ages 16 to 19 in which students study six subject areas, along with the TOK course, EE, and participate in CAS.
IBO	International Baccalaureate Organization	A non-profit educational foundation established in Geneva in 1967, that supervises the four IB programs.
ILO	International Labour	A United Nations agency that deals

	Organization	with labor issues.
ISA	International Schools Association	A non-governmental international organization for schools, that promotes international and intercultural understanding.
	Learner Profile	A list of 10 attributes that underpins all three IB programs.
MYP	Middle Years Programme	The middle school IB program.
PYP	Primary Years Programme	The elementary school IB program.
TOK	Theory of knowledge	A core component of the IBDP where students are expected to think critically about knowledge.
UNESCO	The United Nations Educational, Scientific and Cultural Organization	An organization with the mission to build the defenses of peace in the minds of men.
UNIS	United Nations International School	A private, international K-12 school founded by parent employees of the UN in New York.

Chapter One: Introduction

In our global world, due to advances in technology and travel, countries have become more socially complex, interconnected, and interdependent (Osterhammel & Peterson, 2005). As borders become more permeable to some and less so to others, an overall increased interaction between diverse people is taking place worldwide (Hill, 2012a, 2012b). Nation states have clearly defined boundaries but they are slowly and comprehensively disappearing, challenging the nation-state's existence (Friedman, 2005). Other barriers are emerging due to political volatility, immigration controls and national security programs. Global issues such as poverty, war, social unrest, famine, and overpopulation make tolerance, intercultural awareness, and willingness to share resources essential for our survival. Economic interdependence and environmental factors are among the major reasons that nations must cooperate. In this increasingly interconnected world, education plays a critical role in fostering the development of critical skills and attitudes in students that allow them to excel in the globalized world.

The International Baccalaureate (IB) mission is to help develop skills, attitudes, and knowledge that enable students to contribute towards creating a better and more peaceful world:

> The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
>
> To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.
>
> These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right (IBO, 2013i).

The International Baccalaureate Diploma Program (IBDP) is a two-year culminating program offered by the International Baccalaureate Organization (IBO). The outcomes of a program such as the IBDP have not been studied sufficiently due to a lack of empirical evidence regarding stated outcomes. The purpose of this study is to identify the intended and unintended outcomes of offering the IBDP at an international school in Egypt. The growth of the IBDP in Egypt is disproportionate to the rapid growth of international schools in Egypt in the last three decades (International Schools Consultancy Group, n.d). A case study in this setting with a tracer study component offers insights into the outcomes of offering the IBDP at an international school in Egypt.

Rationale

It is imperative that leaders of international schools and educational practitioners worldwide consider the outcomes of alternative academic programs, when deciding what to offer at the high school level. Case studies on the IBDP provide a deeper understanding of the potential outcomes of the program. Tracer studies are also useful to shed some light on how the students fare after graduating from the program. Although case study results are not generalizable (Naumes & Naumes, 2006), the findings offer valuable insights into the intended and unintended outcomes of offering the IBDP.

The IBDP, a rapidly expanding globally standardized program of education, is perceived to offer participating schools and students quality assurance, accountability, and most importantly academic rigor, as well as intercultural understanding (Bunnell, 2011b; Mercer, 2008; Resnik, 2012; Schachter, 2008). The IBDP has an international appeal as universities worldwide recognize the diploma (Resnik, 2012; Wells, 2011). Another outcome of participation in the IBDP listed by the IBO (2013a) is student engagement with their local communities which is achieved through the creativity, action and service (CAS) component of the IBDP.

Part of the IBDP's uniqueness is that it focuses on intercultural awareness, international understanding and world peace (Doherty, 2009; Drake, 2004; Gehring, 2001; Hayden & Wong, 1997), described by the IBO as *international mindedness*. Chmelynski (2005) claimed that, "Participating students are expected to develop a personal value system that will guide their own lives as thoughtful members of local communities and the larger world" (p. 59). Culross and Tarver (2011) describe the students' IBDP experience as one that helps them become "situated culturally, geographically, historically and personally within the context of being a global citizen" (p. 233). The concept is that students should lose feelings of cultural superiority in such a program through gaining respect for different cultures and self-awareness, and developing compassion and empathy (Brunold-Conesa, 2011; Bullock, 2011; Hayden & Wong, 1997; Hill, 2006a; IBO, 2006; Van Oord, 2007; Wells, 2011). However, these idealistic goals of the IBO may impede the achievement of more pragmatic goals such as academic rigor, which requires time. The idealistic goals are also contradictory to the reality of most schools where the IBDP is offered in which Western-educated international teachers are preferred hires, and where cultural and social capital help gain entrance.

Lineham (2013) emphasizes that more studies are needed to determine the effectiveness of the IBDP in developing values in students, compared to other external factors such as demographic variables. This case study aims to provide some insight into the potential outcomes of offering the IBDP including developing values in students.

Purpose of the Study and Research Questions

The purpose of this study is to identify the intended and unintended outcomes of offering the IBDP at Cairo American College (CAC) in Egypt. For the purpose of this study, participation in the IBDP is defined as being enrolled as a full diploma student. This excludes any student who

is enrolled in one or more IBDP courses for the purpose of obtaining a certificate. The study addresses the following research questions:

1. What are the intended outcomes of offering the IBDP at CAC?
2. What are the unintended outcomes of offering the IBDP at CAC?
3. Does a diverse student body contribute to the achievement of IBO goals? If so, how?
4. In what ways does student participation in the IBDP lead to engagement with a diverse local community?

Definitions of Key Terms

Globalization is a non-uniform socially complex process that involves the flow of technology, goods, services, knowledge, people, values, and ideas across borders creating a global market in an ever-changing context (Knight, 2004; Mendenhall, Stevens, Bird, & Oddou, 2008; Paige, 2005; Spring, 2008). De Sousa Santos (2006) describes globalization as a "linear, homogenizing and irreversible phenomenon" where dominant groups and ideologies collide with the subordinate ones (p. 395). Appadurai (1990) alleges the existence of a tension between cultural homogenization and cultural heterogenization due to global interactions. He proposes that globalization is a set of global cultural flows of landscapes that constitute an individual's *imagined world*. The landscapes Appadurai (1990) refers to are a flow of people, flow of technology, flow of capital, flow of information and flow of ideologies. Al Farra (2000) states that internationalism implies globalization for many Arabs and is a "means used by rich countries to control poorer ones" (p.52). It is debatable whether globalization is generating economic opportunities, political democratization, and cultural diversity, or whether it is instead empowering wealthier developed nations to control poor underdeveloped countries. Walker (2008) asserts that the IBDP develops global citizens who will be able to function effectively in the globalized world by drawing on their experiences to understand diverse peoples, which is one of the aims of internationalization.

Internationalization is "the process of integrating an international, intercultural, or global dimension" into the teaching, learning, and other functions of a school community (Knight, 2008, p. 21). Paige and Mestenhauser (1999) define internationalization more explicitly as a "complex, multidimensional learning process" (p. 504), that integrates knowledge from diverse settings, is intercultural and interdisciplinary, is comparative and contextual, involves transfer of knowledge technology, and finally is global. Combined, these elements of internationalization are said to form an international mindset (Paige & Mestenhauser, 1999). According to the sociologist Zygmunt Bauman (1998), internationalization is a response to globalization, with internationalized curricula designed to specifically address globalization.

The IBO encourages the contextual element of internationalization. As a part of the IBDP students are encouraged to engage with their local communities, and George Walker (Director General from 1999-2005) states that the IBDP curriculum is such that it can be adapted by the local environment where it is offered, making the term glocalization relevant here (Hill, 2006a).

Glocalization is a more relevant term than globalization for this study, coined by sociologist Roland Robertson (1995), as it combines both the local and the global. Friedman (2005) describes it as to what degree a culture opens up to outward influences, ideas, and "melds them with its own traditions" which is beneficial to producing what Friedman simplistically describes as a *flat world* (p. 411). Friedman asserts that countries must preserve their cultures and traditions while globalizing (Aliet, 2007). Robertson (2003) states that globalization does not exist unless it takes into account socially constructed *localities*. De Sousa Santos (2006) supports that by saying that the global can only arise from local roots and that in fact, globalization produces localization.

Glocalization is the simultaneous development of global and local values and practices. Ideally, it is thinking globally but acting locally. It describes the interaction between *the local in the global* and *the global in the local*. Glocalization eliminates the threat of being able to attain

global scholarship at the expense of being alienated from national culture concurrently. Egypt does not glocalize well, as the imposition of global ideas and values (perceived as Western) is faced with resistance due to prior colonization and the threat of losing national and religious traditions and values. Furthermore, glocalization constructs a world that is talent and performance-based rather than background-based (Friedman, 2005), as is the case in many developing countries including Egypt.

The International Baccalaureate Program (IB) is a set of four school programs developed and overseen by the IBO, for students aged three to nineteen that focus on the development of Learner Profile attributes, such as principled, open-minded, and reflective, in conjunction with the academic requirements. The IBO attempts to build a bridge between globalization and internationalization in their aims and stated student outcomes of the IB program. International programs offered at international schools, such as the international and globally taught IB program, could be said to be a response to internationalization. It could also be perceived as a factor that helps promote globalization.

The International Baccalaureate Diploma Program (IBDP) is a two-year program designed for students ages 16 to 19 in which students master specified material from six subject areas, along with the theory of knowledge (TOK) course, writing an extended essay (EE) and participating in the creativity, action and service component (CAS). The TOK course develops a "coherent approach to learning that unifies the academic disciplines" (IBO, 2013a, para. 4). It helps students develop critical thinking skills and question the meaning of knowledge as well as learn to think in different ways while looking at assumptions in their academic disciplines. The EE is a 4000-word essay that is composed about a topic of the students' choice (related to one of the subjects they are studying), after undergoing independent research. CAS is part of the IBDP that focuses on students' personal and interpersonal development by engaging the students in the

arts and creative thinking, serving others in their communities, and by involving them in physical activity to help them develop a healthy lifestyle (IBO, 2013a).

The Setting and Context of the Study

This study took place during the turbulent time of the Arab Spring in Egypt (see Appendix C). The data was collected in 2014, only three years after the Egyptian revolution of 2011, which brought down the three-decade autocratic rule of President Hosni Mubarak in Egypt. The recent removal of President Morsi from office on June 30th 2013 resulted in the *ordered departure* of many expatriates from Cairo, a few months prior to my data collection. The timing of this study is but one aspect of the larger context; there are many other factors that go beyond the Arab Spring that could have impacted the findings of this study.

Education, in general, has been used as a tool for upward and global mobility (Allen, 2000). Tarc (2009) asserts that in developing countries, individuals seek an international education as a way to "gain personal, corporate or national advantage in a global economy" (p. 94), as well as English language competency to enable them to participate in the global economy or access the socio-economic elite of their nation (Allen, 2000). However, such an international education at international schools comes at the risk of culturally alienating their children from Egypt. Al Farra (2000) supports this stating that while some perceive international education, a vehicle to internationalism, to be a necessity in this day and age, many in the Arab World including the well-educated, are concerned that this "invasion by Western culture" threatens their identity and cultures (p. 52). Alviar-Martin asserts that international schools in general may "emphasize students' roles as global citizens at the expense of compromising national allegiances and responsibilities in their local communities" (2012, p. 1250; Banks, 2012).

Tensions

A number of tensions arise from offering programs such as the IBDP that are perceived to be western humanist in nature in a developing non-western country such as Egypt. Egypt is a relatively young post-colonial country. The French (1878-1882) followed by the British colonization (1882-1952) resulted in an imposition of Western education models in an imperialistic economic system. After independence, and unsuccessful attempts at educating the masses, public and private schools electively adopted Western models of education. Privatization of all levels of the educational system took place in the 1980s (Mehrez, 2008). However, all schools are overseen by the Ministry of Education which provides the common core curriculum consisting of Arabic language, religion, civics, as well as national and regional history and geography. The core curriculum serves to preserve cultural and religious traditions, in other words, a national identity (Banks, 2012; Megahed, 2012). In Mehrez's (2008) study of *Education and the stranded Egyptian elite* she found that:

> … these recently established private schools represent fewer than 10 per cent of the total number of schools in Egypt; however, they have also become the Egyptian elite's way of dodging antiquated national curricula, avoiding overcrowded classrooms (at least forty students in a class), and circumventing the role of the notorious *Thanawiyya Amma* national certificate that determines the future of high school graduates (p. 102).

Since the 1980s, national schools have been employing poorly trained or unqualified teachers who mainly rely on the outdated pedagogical tool of rote memorization which did not help the students learn the skills needed to be globally competitive. In addition, the public schools were underfunded and poorly managed. While Egypt's flagging national schools closed doors, private schools opened them to the demands of the Egyptian elite for education that allows access

to global markets, attaining cultural capital, as well as for upward and global mobility (Allen, 2000; Banks, 2012; Herrera, 2012).

Where the IBDP is offered in Egypt, private schools aim to operate in the context of globalization. However as noted earlier, a more appropriate term currently especially since the revolution, might be *glocalization*, as it is seen as a reaction to global homogeneity where individuals become concerned with preserving the values of their communities (Anderson, 2013). This is becoming evident with the more highly educated young parents who are looking for their children to both become globally mobile but also maintain some sort of national identity. In the context of the IBDP, according to literature, the CAS component intentionally involves engagement with the local community making the IBDP more *glocal,* applying the students' global education in a local context.

International Schools in the Middle East

In the larger context of the Middle East, international schools are growing rapidly, however the IBO's activity is not increasing proportionally and is limited to about two percent of their worldwide activity (Bunnell, 2011a). Similarly, in Egypt, the number of international schools is growing, however the number of schools offering the IBDP has not increased accordingly in the last couple of decades. Initially, only one school (British International School, Cairo) started offering the IBDP in Egypt in 1989. According to the International School Consultancy Group statistics of April 2013, there are 171 English-medium international schools nationwide only 11 of which offer the IBDP (compared to 2451 globally).

Bunnell (2011a) also states that in the Middle East, the IBDP is an elite program as it is offered only in private schools, which are out of reach for the majority of citizens. There are no public schools in Egypt that offer the IBDP. As education is seen as a form of gaining cultural capital, sociologist Pierre Bourdieu (1984), in the *Encyclopedia of Sociology,* states: "cultural

capital among groups in different locations in the class structure contributes to the reproduction of inequality in a variety of subtle ways" (p. 2627). Brown (1995) argues that private educational credentials, specifically linked to international curriculums, "are a central part of the mechanism by which elites maintain their economic advantage through the linkage between judgments of educational success and class-based cultural capital" (as cited in Lowe, 2000, p. 364). The most obvious way this is achieved is through the prohibitive cost of tuition at private international schools that offer the IBDP in Egypt.

Cairo American College (CAC)

CAC is an international, independent, non-profit PreK-12 school that is located in an expatriate suburb about 10km southeast of Cairo, and caters to all nationalities. It operates free from the Egyptian Ministry of Education directives as CAC is not registered as a school in Egypt but is recognized by the US Department of State Office of Overseas Schools. CAC is accredited by the Middle States Associates of Schools and Colleges and is the school of choice for US embassy dependents. CAC does not offer the Egyptian national curriculum but follows a US standards based curriculum. CAC was founded in 1945, and is governed by an elected or appointed Board of Trustees. The suburb in which CAC is located is an affluent suburb of Cairo. Annual tuition for students in high school at CAC is about $21,700, which is exclusive to all but the most affluent minority in Cairo. The expatriate student families have the tuition paid for by their employers while most Egyptian student families must finance the schooling themselves and thus represent a selective group of host nationals.

CAC's mission statement emphasizes the international and diverse nature of CAC and thus in an attempt to maintain that diversity has guidelines that recommend that the culturally Egyptian population be maintained at one third of the student population at each grade level. Recently it has been impossible to maintain that ratio due to the departure of many international

students; consequently the culturally Egyptian students are closer to 40% of the student population in most grades today.

The majority of teachers at CAC are North American. It is known not to be easy to get hired at CAC as a local hire teacher but it is even more difficult as an Egyptian. In addition, their contracts for local and expatriate hire teachers are not identical. The salaries at CAC are based on a transparent pay scale that takes into account the years of experience and teacher qualifications, so is the same for both local and expatriate hire teachers. However, differences between local and expatriate hire contracts lie in the benefits: annual home leave, shipping allowance, and housing.

This study was conducted using a population of high school administrators and board members, teachers, students, and alumni from the CAC. The selection of CAC as a school for the case study was based on the following factors: it is an American International school that follows a general U.S. standards-referenced curriculum model, it offers the IBDP, it has a diverse student body and it has been affected by the recent political developments (see Appendix C) in Egypt (both faculty retention and 'firing', as well as student enrollment). Finally, it is of reasonable size for a case study.

The CAC high school students can elect to participate in the IBDP in years 11 and 12. Otherwise, they follow a U.S. general standards-referenced curriculum model where they graduate with the American Diploma with the option of taking Advanced Placement courses. The student body of CAC is diverse but less so now than before the 2011 revolution. At the beginning of the 2013-2014 school year, CAC (PreK -12) 44% of the students were US citizens, 18% were Egyptians, and 38% were other nationalities (see Figure 1).

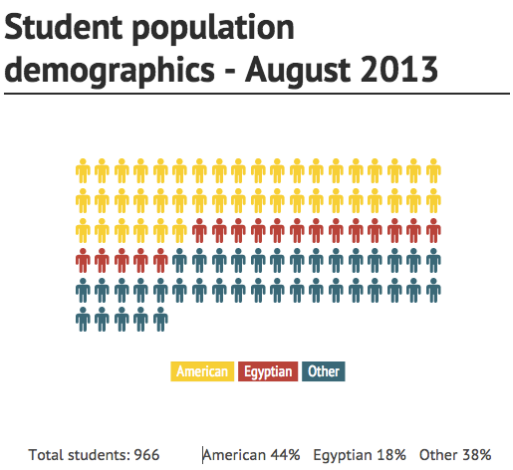

Figure 1. CAC student population demographics in August 2013

The nationalities of the other 18% are shown in Table 1. Other than the two main groups of Americans and Egyptians, the students from other nationalities are not numerous[1]. The bigger minorities are from Korea, Canada, United Kingdom, India and Italy. After the ordered departure, there was only a slight change in demographics although the student body size decreased by15%. The number of US students decreased by 1%, the Koreans increased by 1%, the Indian students increased by 0.5% and the Australian students decreased by 0.6%. The other changes in demographics affected the school population by less than 0.5%.

[1] The number of Egyptian students may be underestimated due to being enrolled at CAC using their other nationality if they are dual citizens.

Table 1

Nationalities of non-Egyptian and non-American students at CAC in August 2013

Nationality of non-Egyptian and non-American students	Percentage of student body (%)
Korea	5.5
Canada	4.8
United Kingdom	2.9
India	2.7
Italy	2.5
Japan	1.8
Australia, Germany	1.6
Netherlands	1.5
France	1.2
Spain	0.8
Ireland	0.7
Pakistan, Russia, Turkey	0.6
Poland, Saudi Arabia, South Africa, Sweden, Switzerland	0.5
Argentina, China, Denmark, Sudan	0.4
Bangladesh, Iraq, Kuwait, Mexico, Philippines, Yemen	0.3
Azerbaijan, Belgium, Bolivia, Bosnia, Columbia, Czech Republic, Greece, Morocco, Singapore, Syria	0.2
Albania, Brunei, Indonesia, Lebanon, Thailand, Venezuela, Zimbabwe	0.1

Of the senior students in August 2013, 31% are IBDP candidates, 54% take one or more IBDP courses and 15% do not take any IBDP courses at all (see Figure 2).

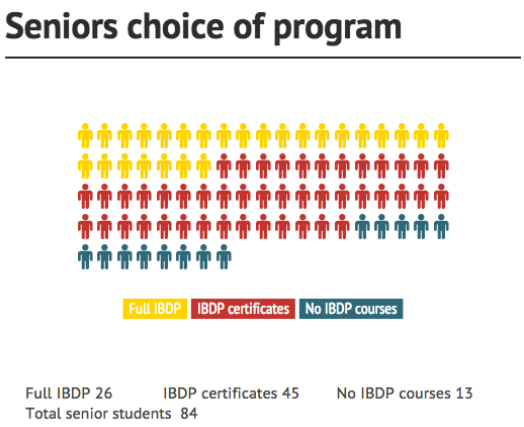

Figure 2. Senior student population choice of curriculum

The gender distribution for the senior students participating in the IBDP and those only taking one or more IBDP courses is shown in Table 2. There are more females than males doing one or more IBDP courses but only one more female than males doing the full IBDP.

Table 2

Gender of students in different programs[2]

Program	Males	Females
IBDP	13	14
IBDP certificates	22	29

The teacher body at CAC is also quite diverse as 79% of the teachers are international (US nationals dominating) while 21% are Egyptians. The two major nationality groups of students are also represented in the teacher demographics; US and Egypt nationalities dominate. However, there is an asymmetry in the teacher and student diversities with the teachers being less diverse as shown in Table 3.

Table 3

Nationalities of teachers at CAC in August 2013

Teacher nationality	Number of teachers
United States	71
Egypt	28
Australia	6
Belgium	1
Brazil	1
Canada	6
Costa Rica	1
Denmark	1
France	2
Ireland	1
Korea	1
Netherlands	1
New Zealand	2
Romania	1
Trinidad & Tobago	1
United Kingdom	7

[2] The total number of students is not consistent with figure 2 as the data is from June 2014 rather than August 2013.

With a significant decrease in the size of the student body to almost half of its pre-revolution size (see Appendix C), management of the school has been fiscally tight. To further complicate matters, many international companies and embassies in Egypt have been switched to a *non-family* destination status. They hire only employees who will not be moving to Egypt with their families with children. Those families who are still residing in Egypt, often have strict restrictions on their travel within Egypt. These restrictions extend to the childrens' school and include restricting their activities and travel with the school, which has an impact on how much the students can interact with the local community. Thus, the volatile political situation in Egypt has directly impacted the ability to implement the IBDP as intended by the IBO.

Theoretical Frameworks

The IBDP is said to have a transformational impact on students (Tarc, 2009), thus Mezirow's (1997) transformative learning theory seems fitting. The IBDP is often offered at international schools where the student bodies are diverse. In this study, the students and the teachers are diverse which justifies the use of Allport's (Pettigrew, 1998) social contact theory. The intersection between the two theoretical frameworks used in this study is participation in the IBDP as shown in Figure 3.

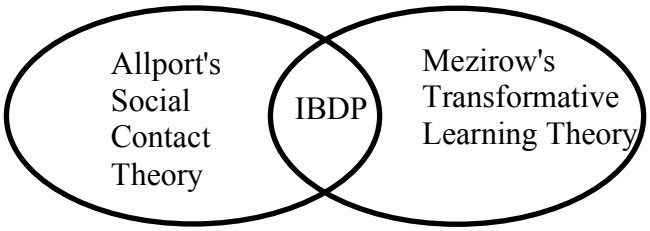

Figure 3. Intersect of theoretical frameworks. This figure illustrates the intersection between Mezirow's transformative learning theory and Allport's social contact theory. Participation in the IBDP can be viewed as a vehicle by which students are in contact with diverse others and go through a transformative learning experience.

Used in combination, these two theories lend support to the stated outcomes of the IBDP.

Transformative Learning Theory

Mezirow, an American sociologist influenced by Paulo Freire and Jürgen Habermas, developed the transformative learning theory in 1978. Transformative learning involves changing the frame of reference that defines your world (Mezirow, 1997; Taylor, 2008). Individuals are socialized at an early age to have certain perspectives and worldviews. As an adult, one becomes able to analyze and reflect on the values, beliefs, and behaviors that make up one's worldview. When these values, beliefs or behaviors are challenged, new knowledge is either accepted to create new frames of reference or rejected in favor of the older perspectives (Cushner & Mahon, 2002; Golay, 2006). In this study, participating in the IBDP is hypothesized to help transform students' perspectives impacting their lives in ways that ultimately allow them access to the global economy and mobility. This includes developing an internationally minded worldview that the IBO claims as a student outcome of participation in the IBDP. Mezirow (2003) states that:

> Transformative learning is learning that transforms problematic frames of reference—sets of fixed assumptions and expectations (habits of mind, meaning perspectives, mindsets)—to make them more inclusive, discriminating, open, reflective, and emotionally able to change. Such frames of reference are better than others are because they are more likely to generate beliefs and opinions that will prove more true or justified to guide action (p. 58).

Inclusive, discriminating, open, reflective and emotionally-able to change are attitudes of international mindedness, some of which are, in addition, attributes in the Learner Profile (IBO, 2006). The Learner Profile is a set of ten attributes that the IBO seeks to foster in students (IBO, 2006). It is a central part of the IBDP. Thus, Mezirow could be said to state that transformational

learning leads to an internationally minded worldview or mindset, one of the stated idealistic outcomes of the IBO.

Transformative learning is a theory of deep learning that goes beyond knowledge acquisition and memorizing information to include learning to think for oneself by questioning what we know (Mezirow, 2003). Taylor (2008) states transformative learning requires critical reflection, with the goal of helping learners develop awareness of the fact that they can transform society, focusing on developing thought processes rather than merely transferring information. The IBO encourages critical thinking and questioning knowledge and assumptions. Transformative learning requires students to take risks and to be open to having their assumptions challenged.

The horizontal student-teacher relationship has been successful when the teacher operates as a facilitator allowing students to construct knowledge about them. It is not an easy process to develop values through a curriculum; therefore, teachers and students need to work together to accomplish this goal (Wells, 2011). Relationships must be trustworthy to encourage questioning and dialogue (Taylor, 2007, 2008). In addition, teachers need to select themes or topics which encourage more in-depth, problem-based learning that allows students to view a concept or issue from multiple perspectives (Ukpokodu, 2006). Dewey (1936), Freire (1970) and Mezirow (1997) assert that when students are exposed to new experiences and have the opportunity to discuss and to reflect on other perspectives, they change their own frame of reference (as cited in Ukpokodu, 2006). This is obvious in the TOK course where students are expected to question their knowledge and assumptions. Taylor (2007) confirms that learning experiences should be direct, personally engaging and involve stimulating reflection. This type of transformative learning is the highest level of learning as it impacts an individual's values and beliefs and is necessary for the

program's sustainability (as cited in Deakin-Crick & Wilson, 2005). The IBO as evidenced by their curricula, aims, and mission also favors this type of learning.

Mezirow (1991) lists that transformative learning involves the following steps: acknowledgement of a disorienting dilemma, self-examination and critical assessment of beliefs and assumptions, recognition that comparable changes in perspective have been experienced by others, consideration and investigation of new orientations or actions, development of an action plan, acquiring knowledge and skills for implementing the plan, testing and sharing of the plan, development of confidence and enthusiasm in the new perspective and actions, and reintegration into life on the basis of new perspectives (as cited in Van Gyn, Schuerholz-lehr, Caws, & Preece, 2009, p. 29). These steps lead to the development of a new worldview or mindset.

In this study, participating in the IBDP is seen as a possible transformative learning experience in which the students learn to access different worldviews (Tarc, 2009). The TOK course is seen to be a main vehicle for this transformative learning experience.

Social Contact Theory

Building on previous work, in 1954 Gordon W. Allport, developed the social contact theory into what is known as the *intergroup contact theory*. This theory has primarily influenced expectations for social outcomes of schools and has been used as a conceptual foundation for the valuable experience of education abroad, but which also could be used in an international school setting (Banks, 2012; Schofield, 2012). This theory is used in the context of this study to look at the diverse student body at CAC and how that affects the promotion of the stated outcomes of the IBDP.

Allport drew from his Peace Corps-like study abroad experience in Greece while a Harvard undergraduate (Fry, Paige, Jon, Dillow, & Nam, 2009). The theory encompasses a framework that describes the phenomenon that interpersonal contact between different groups of

people and between individuals is an effective way to reduce prejudice and discrimination. This interpersonal contact helps people to interact effectively by learning to communicate to share ideas and perspectives. Effective interaction occurs when the *contact* is managed properly, which means that the four conditions specified by Allport are met: equal status between groups, common goals, intergroup cooperation, and support from authorities (Pettigrew, 1998). Allport's rationale behind the success of this theory is that generalizations, oversimplifications and stereotypes diminish as one learns more about a people, thereby creating the open relationship needed for positive interaction. In this study, participation in the IBDP is seen as the vehicle to help students learn about their respective cultures, providing equal status and a common goal, encouraging cooperation and having support from the administration, thus fulfilling Allport's four conditions.

Sims and Patrick (1936) report that negative effects on prejudice were seen when all four of Allport's conditions were absent in an Alabama study (as cited in Pettigrew, 1998), which leads one to question the feasibility of his theory. However, other studies have been shown to support the theory when the four conditions are met (Pettigrew, 1998). Many studies (515) were reviewed in 2006 by Drs. Thomas Pettigrew and Linda Tropp, which corroborated that the contact theory does work as Bronson (2009) asserted "…there is indeed a consistent, modest benefit to such contact in reducing prejudice between groups" (para. 11).

The contact theory has several weaknesses. In schools, it is extremely unlikely for all four of Allport's conditions to be met. A more general criticism is that the contact theory does not specify the processes (how and why) whereby contact changes attitudes and behavior can occur; instead it only mentions that it occurs (Pettigrew, 1998). In fact, Pettigrew recognizes that more factors are required for optimal contact, such as a common language, voluntary contact, a thriving economy, and a relatively positive initial view of one another. Pettigrew (1998) would add time to the list of conditions required for the development of effective interactions and notes that

forcing certain positive behaviors temporarily can lead to the permanent improvement of attitudes.

Building on the impact of contact with diversity, other scholars are of the opinion that it is not sufficient to be in contact with a diverse student body but that interventions or facilitation are necessary to help students develop international mindedness or the respective similar constructs such as global mindedness or intercultural competence (Bennett, 2009; Muller, 2012; Otten, 2003; Paige, 1993). Participation in the IBDP could be seen as the intervention that helps students develop these constructs. Zhai and Scheer (2004) and Carano (2010) who investigate the global perspective, and Golay (2006) who studies global mindedness, contradict this view. They believe that contact with diversity and the interactions that occur as a result, are sufficient to help students develop international mindedness.

In this study, one would assume that students at schools with diverse student bodies are exposed to different cultures, thereby increasing contact and thus influencing students' development of international mindedness as they learn to interact with each other effectively. This is important as students aspire to global mobility and the global economy.

Delimitations

This case study, which includes a tracer study component, investigates students from only one school making the study sufficiently narrow thus allowing it to be accomplishable. It is not generalizable to schools in general at all levels and of different types. The outcomes identified are both for the students and for the school. The focus is to study participation in the IBDP and does not consider students' performance in the program. Better performing students may be better at responding to questions and communicating their thoughts. The study also does not take into account the fact that most IBDP participants may be apparent, as those students who are more international, for example, may by their nature choose an international program like IBDP.

Value Premises and Positionality

I position myself within this study as an IBDP teacher for the last 12 years, an IBDP examiner for one year, and one who currently teaches IBDP Chemistry at another international school in Egypt. Although I have not taught the TOK course or any part of the CAS, I do believe in their value to the students from hearing and observing my former and current students over the years, who have completed or are in the process of completing these components of the IBDP. I have supervised EEs in Chemistry multiple times and believe that this experience is also of value to students. The first international school I was employed at was an expatriate school with a diverse student body. I found it fascinating to teach a class full of students of different nationalities, many of whom were Third Culture Kids. The second international school had a more homogeneous local student body even though it has the word *international* in its name.

In addition, I am a product of private international education in Egypt. I was a student at one of the nation's best schools at the time. The school where I studied remains reputable, although competition has increased tremendously, and ranks right after CAC and a very few other schools in terms of quality. It was one of the only schools of its kind that offered the required Ministry of Education curriculum in English (except for Arabic, religion and social studies) and culminated with the British IGCSE (International General Certificate of Secondary Education) O-levels. It is with this background of being a product of such schooling and being immersed in the IBDP in two different and yet similarly established settings, that I have located the relevant questions for this study.

Having been employed at CAC for eight years (2002-2010) and having maintained relationships with some faculty and staff at CAC, gaining access in order to gather my data was not a cumbersome process. Furthermore, the teachers, administrators and some of the alumni whom I knew were comfortable sharing their opinions and viewpoints with me.

Assumptions

Students in Egypt, similar to students in the rest of the world in an era of globalization, feel that globally recognized skills enhance their chances of future success and productive global citizenship. International school leaders have a goal of developing global citizens who can function effectively and become leaders in the global economy. The expectation is that the international school leaders prepare students for leading positions by educating them well which includes helping them to develop the necessary skills for this interconnected and interdependent new flat world. In addition, participation in the IBDP is assumed to develop a level of international mindedness in students.

Summary

Globalization, a socially complex process, has made the world more interconnected and interdependent than ever before. It is perceived as an unintentional process to which the response in education is internationalization. Whereas globalization is focused on the economy, internationalization is focused on learning about diversity and learning the skills that you need to function in this globalized 21st century. Glocalization, a relatively new term, combines local and global values and practices making it a more relevant term to use in this study that was conducted in Egypt.

The IBDP is a program that is recognized worldwide and thus is helpful for mobile families and others who are ambitious to pursue tertiary education abroad. The IBDP is also seen as a program that has both intended and unintended outcomes. The IBDP is one of many such programs, but can be distinguished from the other programs by its cohesiveness, its Learner Profile attributes, and the aim of fostering an attitude of international mindedness. This purpose of this study is to identify the outcomes of offering the IBDP at an international school in Egypt,

for both students and the school. Both Mezirow's transformative learning theory and Allport's social contact theory are of relevance to this study.

This chapter presented the background and rationale for conducting the study, followed by the purpose of the study and research questions. Then the definitions of key terms and context and setting of the study are presented. This is followed by the conceptual model, theoretical frameworks, delimitations, the researcher value premises, and finally the assumptions. A review of the literature on globalization, internationalization, international mindedness, outcomes of offering the IBDP, the relevant theoretical frameworks (transformative learning theory and social contact theory), and the IBDP is presented in the next chapter.

Chapter Two: Literature Review

This literature review begins with an examination of the literature related to globalization, internationalization and international education. An extensive review of the literature on the outcomes of the International Baccalaureate Diploma Program (IBDP) is provided following a description and evaluation of the program, including a review of the literature on institutional and individual factors that might affect the outcomes for the students. Then, the relevant theoretical frameworks: the social contact theory and the transformative learning theory are presented. Finally, the literature about leadership for change is reviewed.

Globalization and Internationalization

The 21st century has brought about advances in technology leading to easier communication and transportation which has effectively made the world a smaller place to inhabit. Dealing with cross-cultural issues on a regular basis has become the norm (Hayden, 2006; Hill, 2012a; Walker, 2008). Grunzweig and Reinhart (2002) explain globalization in terms of the growth in accessibility of knowledge and of knowledge itself (as cited in Paige, 2005). This has implications for educators as they deal with the immense amounts of knowledge that students have to grapple with today and how to access that knowledge.

Globalization and the Economy

Knight and de Wit (1997) state that globalization is "the flow of technology, economy, knowledge, people, values, and ideas... across borders. Globalization affects each country in a different way due to a nation's individual history, traditions, culture and priorities" (as cited in Knight, 2004, p. 8). In other words, globalization is contextual. Similarly taking into account each nation's individuality, Lane, Maznevski, and Mendenhall (2004) define globalization as a multifaceted concept due to the "integration of cultural, technological, political, social, and business processes that results in a teeming, unpredictable, ambiguous, ever-changing context that

must be squarely faced by everyone—but especially educators and businesspeople" (as cited in Mendenhall, Stevens, Bird, & Oddou, 2008, p. 1). In other words, educators have a responsibility to address globalization. This literature focuses on the integration of processes that ultimately affect the economy.

Globalization and Cultural Diversity

There is also abundant literature on globalization more specifically tailored to culture and diversity. Globalization exposes the diversity of our world and the different cultures in which we live (Mclellan, 2005). Jones (1998) states that globalization leads to a world that celebrates differences and neutralizes them simultaneously. In contrast, globalization is criticized for decreasing cultural diversity leading to "cultural homogenisation" (Cambridge, 2003, p. 4). In other words, instead of living in a world filled with cultural differences, there is a concern that learning about others will make everyone more similar rather than different. Tomlinson (1991) asserts that cultural homogenization undermines the nature of cultural relativism which globalization promotes. Hill (2006a) affirms that globalization leads to a loss of national identity and indigenous languages and cultures. These articles bring to the forefront the undesired unifying meaning of the word *global*.

Critics of globalization also believe that globalization is the cause of proliferating crass capitalism, global brands, fast food and consumer values. However, globalization is more complex than that as it involves new forms of innovation and communication, has had powerful effects on human freedom and diversity, empowers individuals, and enriches our cultures (Friedman, 2005).

Cosmopolitanism is another recent term that describes the attitude towards the necessary cultural interactions today, according to Appiah (2006). This revolves around two ideas: our obligations towards others are more than just sharing citizenship, and we should inform ourselves

of other cultures. He asserts that open-minded interactions are necessary for human beings to coexist (Appiah, 2006). Education for cosmopolitanism requires a critical, not unthinking, approach to nationalism, so that cosmopolitanism and nationalism are not at odds with one another. Acknowledging that national identity is a unique experience for each individual is required (Banks, 2012; Osler, 2012).

Matthews and Sidhu (2005) assert that education for the 21st century needs to be more than just a means to a competitive advantage in global markets. They think education should include intercultural sensitivity and the ability to identify with a global community. In other words, intercultural sensitivity is intercultural understanding that allows students to interact effectively with diverse others. In this era of globalization, students interact with friends, family and acquaintances who are not necessarily in in their immediate vicinity on a regular basis, but instead all over the globe, thus their global community. In addition, recurring economic crises and the current socio-political climate have prompted educators to develop some sense of local/global consciousness in their students (Singh & Qi, 2013).

Globalization and Education

Education, according to Stromquist (2002), is at the forefront of globalization and is a key venue to support it. The students need to be able to live and thrive in a fast-paced rapidly changing global environment (Mendenhall et al., 2008). Educators are required to not only attend to the expansion of education, but also hone the life skills needed to successfully navigate this dynamic world. Globalization has created a demand for 21st century skills; education must provide an ample supply. Thus, the creation of global quality standards for teaching individuals how to be globally effective, for example by using English as the language of instruction not only in international schools, as Cambridge (2003) suggests, but in all schools. Collaboration, critical

thinking, and problem-solving skills are other examples of global quality standards (Andrews, Peat, & Paul, 2010; Walker, 2004).

Friedman's (2005) broader discussion on education includes that students should learn how to learn and enjoy the process, develop a passion and curiosity about learning, develop people skills, and nurture their right brain. People skills include interacting and managing different people, which could relate to intercultural sensitivity. He asserts that education should prepare students for careers in what he simplistically refers to as the *new flat world* where borders do not exist due to globalization, by developing "at least temporarily special: great collaborators and orchestrators, great synthesizers, great explainers, great leveragers, great adapters, great people, passionate personalizers, math lovers, and great localizers" (Friedman, 2005, p. 281). These are skills that Friedman believes are necessary for the future economy of our *new flat world.*

Internationalization and the IB Program

The IB program is sometimes perceived as part of the process of globalization and vice versa, however George Walker (Director General from 1999-2005) disagrees. He believes that it offers

> an education system throughout the world but not FOR the world. It is an unimposed international education whose philosophy and pedagogical approach stem from Western traditions but which legitimizes non-Western modes of expression and thought. This is internationalization, not globalization (*sic*) (Hill, 2006a, p. 107).

Walker (2008) asserts that the IB program develops global citizens who will be able to function effectively by drawing on their global experiences to understand diverse peoples, which are aims of internationalization.

Internationalization is idealistic in its goals as it is identified with consciously promoting peace, international understanding and cooperation, and an internationally-minded outlook, as an intentional response to globalization (Knight, 2004). However, globalization addresses the status quo, has more pragmatic goals, considers itself value-free, and is an uncontrolled process more related to the economy (Andrews, et al., 2010; Cambridge & Thompson, 2001; Cambridge, 2003). Internationalization should be understood as an awareness raising process that fosters openness towards diverse and complex local as well as global worlds (Andrews, et al., 2010; Murray, 2002). In some respects internationalization and globalization are contradictory trends since international trade is strengthened by the existence of nation states whose policies actively regulate and promote it (Hill, 2006a). Further, globalization tends to compromise cultures and instead produce dominant ideologies including academic capitalism (Hersey, 2012), whereas internationalization is open to diversity.

Internationalization has become a *catchall phrase* that is used to describe anything related to being international, worldwide, intercultural, or global, according to Knight (2011). International student exchange, international components of courses, and an intercultural aspect to teaching, are examples of internationalization as reported by Knight (2004). Hill (2006a) more specifically states that internationalization happens when ideas are shared, utilized, agreed upon and mutually respected. Hill's explanation is in terms of behaviors and attitudes that can be encouraged and developed in a classroom, which is where a program such as the IB would fit in by promoting these behaviors and attitudes.

Paige and Mestenhauser are two leading scholars in the field of internationalization who focus on the internationalization of curriculum (Paige, 2005). Paige (2005) describes teaching or research environments that have an international character that expose students to diverse knowledge about the world and other cultures with the objective of learning to communicate, as

internationalization. In contrast, Leask (2006) discusses how diversity alone does not necessarily foster the development of internationalization, although it usually does help.

Although this is a more recent phenomenon, there exists ample literature on methods to internationalize institutions or curricula. Mestenhauser (2011) discusses the challenges of internationalization, specifically in higher education. The American Council on Education (1995) offers ten ground rules for internationalizing institutions. Of the ten ground rules, the IBO shares the following: demonstrate competence in a foreign language, encourage understanding of another culture, increase understanding of global systems, revamp curricula to reflect the need for international understanding, work with local schools and communities, and optionally cooperate with institutions in other countries (pp. 9-13). In the literature on international schools, the first two ground rules, although dated, appear to be adopted the most widely in a desire to internationalize the school. Schools will most often offer opportunities for learning a second language. There may also be opportunities for school trips where students visit and learn about a different culture, or study abroad possibilities where students are more immersed in the other culture.

In summary, internationalization is a reaction to globalization and the IBO is endeavoring to fit into that niche by addressing the development of knowledge, skills and attitudes contributing to the development of effective global citizens mainly through the development of international mindedness (Roberts, 2009). Thus, most outcomes of the IBDP for the students and for the school correspond to those of internationalization.

International Education

International education has yet to be defined consistently (Hayden, Rancic, & Thompson, 2000; James, 2005; Macdonald, 2007; Sylvester, 2005). It is important to this study to define what international education is professed to be as it is one of the main vehicles by which students achieve outcomes needed for the 21st century (Friedman, 2005), as well as international

mindedness (James, 2005) which is a part of becoming a global citizen that the IBDP focuses on. Richards (2004) suggests that, the *Holy Grail* for international educators is to find a universally accepted definition of international education (as cited in Macdonald, 2007).

From the literature, it is clear that most interpretations of international education are based on reflections of direct experiences rather than rigorous research. Jeff Thompson and Mary Hayden are two of the leading scholars in the discussion of international education. They are both from the Center for Education in an International Context (CEIC) at the University of Bath in the UK and have conducted most of the theoretical research that is currently available on international education (Muller, 2012; Tarc, 2009). An international education would need to include contact with students from a number of different countries and learning other languages, followed by learning about and experiencing other cultures, learning other languages, learning about the history and politics of other countries, and intercultural understanding (Hayden et al., 2000; Hill, 2007; James, 2005).

Heyward (2002) suggests that not only contact with diverse students is beneficial but more importantly the "deep, rich, dynamic and diverse cultures of their host environment" (p. 27). International schools often keep a distance from the local host community, which is ultimately to the detriment of the development of their students' international mindedness (Bunnell, 2005; Heyward, 2002). Engagement with the host environment goes somewhat against several of the reasons behind an international school, which are to offer a curriculum that is not the perceived lesser quality national curriculum and to increase comfort levels to give the impression of home. Thus, the school operates in a kind of vacuum that lacks interaction with the host environment (Heyward, 2002).

Idealistic and Pragmatic Dimensions

Literature covering the research on international education focuses on two dimensions: the idealistic and the pragmatic. The idealistic dimension of international education concerns itself with the development of the individual in an era of globalization and with peaceful intercultural communication. The pragmatic dimension has to do with the practical goals behind obtaining an international education such as students gaining access to universities worldwide, as well as being more competitive in the global economy (Hughes, 2009; James, 2005; Simandiraki, 2006; Sylvester, 2005). If international education leads to competency in the global markets that leads to economic capital, the direct relationship between international education and globalization is discernable (Simandiraki, 2006) since globalization is linked to the integration of cultural, technological, political, social and business processes that affect the economy.

Early in the 1970s, international education was defined as that which is supplied to other countries in the form of *foreign aid* (Sylvester, 2005). International education then evolved into many other more encompassing definitions. Leestma (1969) defines international education as "any experience that reduces ethnocentrism" (as quoted in Sylvester, 2005, p. 8). In other words, international education helps students develop an understanding of others' different values and perspectives.

Guiding Principles of International Education

UNESCO (1974) comes forward with a list of Guiding Principles of International Education, which include: a global perspective at all levels, respect for all people and cultures, awareness of growing human interdependence, communication ability, awareness of human rights and duties, international solidarity and cooperation, and individual problem solving for community, nation, and world (Sylvester, 2005, p. 13). These principals are related to the

development of international mindedness, which is an idealistic aim of the IBO's for the students participating in the IBDP.

The scholarly critique of what international education is continues. Cambridge and Thompson (2001) define international education as one that "values the moral development of the individual and recognizes the importance of service to the community and the development of a sense of responsible citizenship" (p. 14). International education is one that teaches for a global perspective with a sense of empathy, tolerance and acceptance for other people around the world (Hayden et al., 2000; Hill, 2007; James, 2005; Sylvester, 2005; Wells, 2011).

Many scholars are including the development of an awareness of other cultures, a moral individual and responsibility towards others as essential to an international education. Other definitions include the words: planet earth, human species, and the social structure of the world, as stated by Anderson in 1981 (Sylvester, 2005, p. 15). Hayden (1995a) recognized that cooperation rather than competition is critical for developing intercultural understanding. He emphasized that any kind of school anywhere in the world could be international based on what they do to nurture intercultural understanding.

As the definition of the term *international education* continues to evolve, James (2005) warns that the term may be losing its usefulness because of the inconsistencies in what it is understood to mean. Other terms used instead of international education are: *education for world citizenship, education for international understanding, global education, global studies, world studies,* and *peace studies* (Sylvester, 2005, p. 138). Recently suggested alternatives to international education are *cosmopolitan* or *inter-cultural education* (Sylvester, 2005; James, 2005; Gunesch, 2004).

International Curricula

Some scholars perceive an international education to be one that offers an international curriculum such as the IBDP which is offered worldwide, has external examinations, is recognized by major universities worldwide and advertises its emphasis on international mindedness (Cambridge & Thompson, 2004; Hughes, 2009; Lowe, 1999; Wells, 2011). However, James (2005) and Hayden and Thompson (1995a) argue that an international curriculum is not necessary for international education to take place and vice versa and that the curriculum is but only one important component of an international education.

International curricula can either be exported as is, adapted to a specific national context or integrated; the best practices from specific programs are integrated into one, or created when a program is initially developed (James, 2005). The IBDP would fall under the integration category. The IBDP was designed as an internationally minded program (Hill, 2007) which has a Learner Profile that identifies values the IBO would like to see permeated amongst students. Wells (2011) states that the IBO "aims to provide an education which complies with both the pragmatic and ethical aims of international education, and this is clearly set out in its mission statement and expressed by the attributes of the IB Learner Profile" (p. 175). The IBO also aims to equip students with learning skills and knowledge that they acquire individually or collaboratively and have the ability to apply, as well as to have teachers pay attention to local context while teaching international content. In addition, the IBO encourages teachers to be flexible and diverse in their teaching methods (IBO, 2012).

International Schools

International education is claimed to be offered at both public schools and private international schools. Hill (2007) defines international schools as:

> independent institutions charging tuition fees or offering scholarships and catering specifically for students of many nationalities, some of whom will be transient; the educational programme is usually different from that of the host country and English is the main language of instruction in most institutions (p. 253).

Quite often, international schools are synonymous with private schools which are more accessible to the wealthier segment of society (Hill, 2006b; MacKenzie, 2009; Resnik, 2012). International education tends to cost more than national schooling partly as a symbol of distinction, but also due to the hiring of international teachers fluent in a foreign language, as well as the demands for internationally accredited teaching certification (Lee, Hallinger, & Walker, 2011; Lowe, 2000; MacKenzie, 2010; Resnik, 2012). In many cases in Egypt, an *international* school has students mainly from the host country while the faculty is international. Herein lies an unintentional culture gap which in some cases may be used to the best interest of everyone involved and aids in the development of international mindedness, but in other cases is not put to good use and may cause hidden cultural issues to arise (Hill, 2006b).

In developing countries, the cultural gap is widened by economic and political advantage, exclusivity, and by the elitism of the clientele of these international schools (Hill, 2006b; Hill, 2007; Resnik, 2012). Differences in salaries between the international school teachers and the host nation teachers, and the lack of attention paid to the local language and culture do not help resolve the situation (Heyward, 2002). Muller (2012) addresses this issue of superiority stating that interaction with local communities is essential and suggests community service as a vehicle through which feelings of elitism and superiority can be addressed.

There is a concern that international education is associated with the emergence of transnational elites remote from ordinary people's concerns, reinforces the socio-economic position of local elites and supports the growing dominance of the English language (Tate, 2013). Lowe (2000) argues that for the clientele of these international schools, the Marx's economic haves (elite) can remain *elite* as they will always be the ones who are competitive in the global economies as well as have the *reputational capital,* meaning *better* qualifications than the masses. He suggests reasons of why someone would seek such an education: to seek better employment, apply to universities abroad or as a means of social mobility (Lowe, 2000). Lowe's study uses an opportunity sample of schools that was made available by the University of Bath: one in each of Argentina, Cyprus, El Salvador, Jordan, and two in Thailand. Although the use of an opportunity sample limits the significance of the results, his results match what is found in the literature on this topic.

However, in an analysis of related literature by Perry and Southwell (2011) it was noted that higher levels of intercultural understanding, sensitivity or international understanding ensue from international schools including those that offer the IBDP (Hayden and Wong, 1997; Hinrichs, 2002; Straffon, 2003) compared to non-international schools. These studies' cross-sectional and non-experimental research designs do not establish a causation relationship between attending an international or IB school and students developing these outcomes. There are many uncontrolled variables that are not taken into account such as the students' non-school experiences, as well as no differentiation between the curriculum and the diversity or lack thereof of the student body. Furthermore, students who choose to participate in IBDP may do so because they are already more internationally minded, for example. IBO (2008) as well as Waterson and Hayden (1999) summarize that "no research study so far has shown that IB or international schools develop students' 'soft skills', values and attitudes such as international mindedness,

intercultural understanding or intercultural competence" (as cited in Perry & Southwell, 2011, p. 459).

Summary

International education has many interpretations. A common understanding of international education is that ideally it seeks to promote values which include empathy, mutual understanding, tolerance, respecting differences, open-mindedness, flexibility, and being informed about the world and other people. Pragmatically, an international education facilitates student mobility and offers opportunities. International schools usually offer an international program such as the IBDP.

The IB Program

The IB program is offered by the International Baccalaureate Organization (IBO). The IBO is a non-profit educational foundation established by a group of teachers and politicians in Geneva in 1967. About one million students are provided the option of learning within one of their three international programs: IB Diploma Programme, Middle Years Programme and Primary Years Programme (IBDP, MYP and PYP respectively). IB is now offered in 3,597 schools in 145 countries, to over one million students between the ages of three and nineteen (IBO, 2013e).

The mission of the IB program is "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect" (IBO, 2013e). The IBO states that to achieve its mission they inspire students everywhere to become "active, compassionate and lifelong learners" (IBO, 2013e). The inquiry-based learning promoted by the IBO helps students realize that they are not required to accept different worldviews but to examine and respect them (Stathers, 2008). A recent review published by the IBO (2013e) emphasizes that the IB is:

> meant to develop people who work together to create a certain kind of learning environment. In this learning community, individuals and groups undertake a critical examination of assumptions, behaviours and conceptual understanding from a variety of perspectives. This inquiry-based educational journey lies at the heart of international-mindedness. It represents the kind of critical engagement that can lead towards an understanding of the complexity and interdependence of the human community and the world in which we live (p. 10).

The IBO (2013f) asserts that it helps develop the creativity and flexibility that students need to thrive in this fast paced interconnected world by emphasizing collaborative learning and social intelligence. The IBO focuses on helping students develop essential skills for our globalizing world and emphasizes the development of *international mindedness* and critical thinking skills (Singh & Qi, 2013). Roberts (2009) notes that international mindedness is a step towards global citizenship.

History of the Development of the IBDP

The IB was originally designed by teachers and "championed by a handful of notable educators, politicians and benefactors" (Hill, 2002, p. 203). The IB originated in Geneva, Switzerland in 1947, where the international community was seeking out a suitable curriculum for their transient children. Educational leaders from 25 countries came together to help contribute to UNESCO's goal of furthering peace and understanding (Hill, 2002). Parents were also worried about *denationalization* of their children, thus a United Nations International School (UNIS) was founded to provide a curriculum that would allow kids to move around with minimum impact and time loss, as well as one that is appropriate in age and difficulty. This curriculum would also integrate the students' national characteristics and the wider community of the world, as well as include selected *best* aspects of different educational systems (Fox, 1985).

Marie-Therese Maurette, head of the International School of Geneva in 1948, created the framework for what would later become the IB program. She recognized that international mindedness is not instinctually developed long before the IB existed. "It requires specific interventions; a carefully designed programme of educational activities. It is taught, not caught (*sic*)" (Walker, 2004a, October). An initial tension for IB was that the IBO was promoting *international understanding* at a time when national identity in many countries was an outcome of schooling, according to Tarc (2009).

In 1950, there emerged a teacher interest in international education. This resulted in the formation of the International Schools Association (ISA), which was founded by some parents from international schools. A conference of international school social studies teachers in 1962, was the catalyst for the establishment of the IB program and resulted in the development of the first course: contemporary world history. The goals for that initial step were to make a certificate that is transferable between member schools, to write an advanced level exam and to develop common standards for grading (Fox, 1985).

In 1965, over forty educators designed the IBDP framework to reflect the groups from which students can select courses, ensuring students learn a range of disciplines. At this conference, Fox (1985) stated that the educators "established the purposes, structure, regulations, and pattern of studies for the IB" (p. 57). Goodman (1985) saw this as the *birth of the IB*. In 1967, the 7-point grading scale was developed for the IBDP and an experimental period (1970-1976) was announced (as cited in Bunnell, 2008b). In the beginning, mainly the elite aided the expansion of the program since the program was attractive to those who were more mobile, and the mobile population coincided with those at higher political and governmental levels (Bunnell, 2011a; Hill, 2002).

In the 1970 guide that summarizes the goals of IBDP courses, the IBO states that the 20th century brings an explosion of knowledge which makes it inappropriate to educate by merely

imparting students with knowledge (Fox, 1985). One of the main functions of education today is to teach students the analytical skills necessary to be able to make informed choices. Another function of education is to help students develop an awareness of a *common humanity* and social responsibility, as well as help them develop the skills that will become necessary as they enter the job market (Fox, 1985). Bunnell (2008b) asserted that, the IBDP offers "utilitarian, ideological and also pedagogical benefits" (p. 413).

Currently, about two-thirds of the IBDP are offered in ten countries: US, UK, Canada, Australia, Mexico, India, Spain, Argentina, Sweden, and China (Bunnell, 2008b). Not all schools adopt the IBDP for ideological reasons; instead, schools use the branding of the IBDP as a marketing strategy to attract students. In any case, the IBDP continues to grow worldwide at a fast rate as more schools embrace the philosophy of the IBO (Bunnell, 2011a; Lee, Hallinger, & Walker, 2011).

There were obstacles to the initiation of IBDP in some schools. Some national governments such as Turkey, Greece, Spain and some Latin American countries imposed that students needed to comply with their national education requirements to enter state universities, so IBDP was initially introduced in international schools (Halicioglu, 2008; Hill, 2003). On the other hand, Leach (1967) stated that there was a demand for an IB Diploma to eliminate controversial national examinations as well as to provide a common unifying curriculum for international schools (as cited in Hill, 2002). Bunnell (2010a) emphasizes that the word *international* in the IB means free of any national identity and government interference.

Consequently, at the Biennial Conference of IB Nordic Schools in 2005, George Walker (Director General of IBO from 1999-2005) shared six characteristics that he thought were important for international education. The characteristics described that an international education should teach students to understand why nations have particular priorities, recognize that different groups have different mindsets, study issues that impact across nations, access information,

negotiate, and finally to be able to judge what is right or wrong (p. 1). Many of the above characteristics convey student outcomes of the IBDP and correspond to the attitudes, beliefs and values required in the development of international mindedness. They also convey a connection to, and a sense of responsibility towards the community; responsibility being a unique attribute of being a global citizen (Roberts, 2009; Walker, 2007).

IB Learner Profile

In 2006, the IB Learner Profile was developed which outlined the aspired ideological goals of IBDP. The IB Learner Profile is "a clear and concise statement of the aims and values of the IB, and an embodiment of what the IB means by 'international-mindedness'" (IBO, 2006, p. 1), by providing an overarching set of attributes that students are expected to develop by participating in the IBDP (Hill, 2007). The traits listed in the Learner Profile are: inquisitive, knowledgeable, thoughtful, communicative, principled, open-minded, caring, risk-taking, balanced and reflective (IBO, 2006). The IBO uses these ten Learner Profile attributes to describe the ideal developing 21st century IB learner.

The Learner Profile provides their long-term vision of education and translates the mission statement into student learner outcomes (IBO, 2006). It also clarified the non-political nature of IB (Bunnell, 2009). It ensures that students are taught to be open and curious about the world while also developing an understanding for the complexity and diversity of human interactions (Banks, 2012; Hill, 2007). These attributes are perceived as essential to the students' life-long journey to develop international mindedness. Singh and Qi (2013) describe an internationally minded learner as a competent communicator, open-minded, knowledgeable, and cognitively competent (inquirer, thinker, reflective practitioner), as well as exhibiting specific dispositions (principled, caring, risk-taker, balanced).

Although an analysis of IB documents has shown that international mindedness is both embodied by the Learner Profile and manifested by three components: multilingualism, intercultural understanding, and global engagement, it is still not clear how the Learner Profile and the three components relate to one another (Castro, Lundgren & Woodin, 2013). This is problematic in itself as the Learner Profile attributes are described as values that are necessary to develop international mindededness (Hill, 2002). Furthermore, the IBO concurrently describes international mindedness as being embodied by the Learner Profile (IBO, 2006) which makes for a circular definition. Thus, central to the mission of IB World Schools is the endeavor to define *international mindedness* clearly and implement it in practice (IBO, 2006; Singh & Qi, 2013).

Furthermore, the claim made by IB that by participating in the program students develop the attributes listed in the Learner Profile is a point of contention as the attributes are difficult to measure and have not been tested in any way (Hinrichs, 2002; Silva, 2009). Thus, the Learner Profile attributes seem to be central to the IB program with no means of evaluation.

Structure of the IBDP

If students choose to undertake the full diploma they must select six subjects out of which three must be studied at the higher level (more in-depth and intensive, approximately 240 classroom hours) and three at the standard level (less demanding and only 150 hours). They must choose at least one subject from each of the Groups 1-5 and may choose a second from groups 1-5 instead of a Group 6 subject (Group 1: Language and Literature, Group 2: Language Acquisition, Group 3: Individuals and Societies, Group 4: Experimental Sciences, Group 5: Mathematics and Computer Science, Group 6: Arts). In order to earn the diploma, a student must also fulfill a creativity, action, and service (CAS) hours requirement, as well as take a theory of knowledge (TOK) course and write a 4000 word extended essay (EE) on a topic of their choice.

This is reflected in the diagram of the curriculum overview below which is referred to as the IBDP hexagon (Figure 4).

Figure 4. IBDP hexagon – curriculum overview (IBO, 2013d)

Outcomes of the IBDP for the School

Intended outcomes. The IBDP is seen as a "branded and replicated product" (Bunnell, 2010b, p. 352; IBO, 2013h) and is often used as a marketing tool for the school both to recruit and retain high caliber students (Doherty, 2012), thus raising the school's reputation (Gehring, 2001). Cambridge (2003) stated that IB's new logo that was developed in 2001 was part of making the IB a recognizable brand (Bunnell, 2011b; Cambridge, 2003).

Unintended outcomes. Offering the IBDP provides a certain level of structure for the school as the curriculum for IBDP is clearly stated (Gross, 2008) and the goals are succinctly outlined for teachers and students (Byrd, Ellington, Gross, Jago, & Stern, 2007). The structure and demands of offering the IBDP result in professional development for the teachers and thus is reflected in their pedagogy shown by more organized and creative lessons as well as more

student-teacher interaction, according to Barnett (2013). Barnett's (2013) study was conducted in Ecuador, in state schools where there was strong support for the IBDP. For part of the study, she interviewed IBDP staff and coordinators to study the effect of implementing the IBDP on school and teacher practice.

Another outcome for the school is the external assessment which provides accountability and as Seldon (2009) stated, "the organization which runs the IB is free from the meddling hand of government and immune to grade inflation" (as quoted in Bunnell, 2011b, p. 180). Either way, Tarc (2009) maintains that "the IBO's ideals may continue to be overridden by more pragmatic motives behind the consumption of their product" (as cited in Doherty, 2012), thus branding over the idealistic goal of promoting internationalism.

Outcomes of Participating in the IBDP for the Student

The literature lists both intended and unintended outcomes for the students, some of which are pragmatic in nature while others are idealistic (Brunold-Conesa, 2011; Bunnell, 2011b; Walters, 2007).

Pragmatic intended outcomes. The IBDP was initially developed for internationally mobile families to ease the transfer of students from one institution to another (Bunnell, 2011a; Cambridge, 2010; Doherty, 2009; Lee, Hallinger, & Walker, 2011; IBO, 2006; O'Connor, 2011). Thus, a pragmatic benefit of the IBDP is its international appeal as universities worldwide recognize the diploma (Resnik, 2012; Wells, 2011). According to Halic (2013), IBDP students consistently graduate at a faster rate than their non-IBDP peers, enroll in more selective colleges, stay enrolled, and perform better. A study of students at university in 2008-2009 was conducted in the UK by the Higher Education Statistics Agency in 2011, and supported Halic's findings. Edwards and Underwood (2012) also supported this, finding that IBDP students complete their degrees faster and that their performance in the IBDP is correlated with their university GPA.

A mixed-methods study completed in China (Lee et al., 2013) showed that IBDP graduates attended internationally recognized and stronger institutions than their non-IBDP peers. They also suggested that students' performance in IBDP could predict their performance at university as, in consensus with Halic (2013), they had a strong work ethic and high standards. The teachers and administrators were certain that the IBDP offered a "first-rate university preparation" (Lee et al., 2013, p. 4).

Coates, Rosicka, and Macmahon-Ball (2007) assert that the IBDP is valued by senior university representatives in Australia and New Zealand compared to other programs. In their study they found that students of the IBDP were more competent, capable, exposed to content in more breadth and depth, as well as had a more internationalized educational experience with a focus on community engagement (one of the IBO stated outcomes of CAS). Cole, Gannon, Ullman, and Rooney (2014) as well as Drake (2004) supported this study and added that the development of critical thinking skills rather than an emphasis on factual recall was an outcome of participating in the IBDP. However, Coates et al., (2007) did mention how it was difficult to separate out the effects of IBDP as students with specific characteristics may be drawn to the program. A few participants shared that they did not feel the IBDP was advantageous and that it might be elitist.

In addition, Saavedra, Lavore, and Flores (2013) conducted case studies on four IB schools in Mexico and found that although IBDP students were better prepared for university coursework, they did not have an advantage when it came to university admissions over non-IBDP students. Duevel (1999) states that the comprehensive preparation for university that the IBDP gives as well as the fact that it is a challenging program were the two main benefits of IBDP. She also listed IBO stated outcomes such as the effect of the IBDP being a two year program (rather than just one) leading to more in depth study of the material, the necessity to develop good study habits, research, analytical thinking and writing skills (Coca et al., 2012;

Culross & Tarver, 2011; Siskin & Weinstein, 2008; Wimberly & Powell, 2006). Rick states that the IBDP helps students develop "expert subject knowledge; with the skills good students require – research, essay writing, footnoting; but above all, with the spirit of intellectual inquiry and critical thinking, the ability to challenge, argue and ask questions," (para. 4) all of which describe a student universities seek to admit both in the UK and the US.

Idealistic intended outcomes. Part of the IB program's appeal is that it focuses on the outcomes of developing intercultural awareness and understanding (Drake, 2004; Duevel, 1999). Developing a global perspective is a key benefit of participating in the IBDP (Coca et al., 2012; Culross & Tarver, 2011; Siskin & Weinstein, 2008; Wimberly & Powell, 2006).

The IBDP curriculum was developed for mobile students, with a focus on *international understanding* and world peace (Doherty, 2009; Duevel, 1999; Gehring, 2001; Hayden & Wong, 1997). The IBO markets the IBDP as one that will help students develop international mindedness (IBO, 2006; Singh & Qi, 2013). The development of international mindedness is an idealistic goal of the IBDP that is implied in the mission statement but not directly stated (Singh & Qi, 2013). Mercer (2008) states that the intent to develop international mindedness in students is a characteristic of IB that distinguishes it from other programs in education and that "more importantly it is a philosophy students will carry with them through the rest of their lives" (p. 1).

CAS activities and the academic courses in IBDP are the vehicle through which the IBO attempts to focus on learning from direct experience (Peterson, 1983) which helps to promote the development of many of the Learner Profile attributes that include *international mindedness* values (Cushner, 2007; Kehl & Morris, 2005; Muller, 2012). Chmelynski (2005) stated that, "Participating students are expected to develop a personal value system that will guide their own lives as thoughtful members of local communities and the larger world" (p. 59). The IBO refers to this value as *international mindedness*.

An important part of IB that is relevant and related to the development of international mindedness is that the students are encouraged to take pride and learn more about their own culture and national identity as well as to be respectful of and understanding of others, thus becoming a global citizen (Brunold-Conesa, 2011; Bunnell, 2011b; Culross & Tarver, 2011; Davy, 2011; Hill, 2006a). Culross and Tarver (2011) describe the students' IB experience as one that helps them become "situated culturally, geographically, historically and personally within the context of being a global citizen" (p. 233). The students lose any cultural superiority in such a program as the students gain respect for different cultures and self-awareness, while developing compassion and empathy (Brunold-Conesa, 2011; Bullock, 2011; Hare, 2010; Hill, 2006a; IBO, 2006; Wells, 2011). The IBO (2004) itself states that the courses are "tolerant of cultural variants as well as encouraging of cultural tolerance" (p. 14).

Lineham (2013) argues that more studies are necessary to determine the effectiveness of the IBDP compared to external factors such as demographic variables in developing values in students. A further clarification of whether the environment or the program affects the development of international mindedness specifically is critical as some research shows that the school environment is more important than the program itself in encouraging the development of international mindedness (Halicioglu, 2008; Hayden & Wong, 1997; Hinrichs, 2002; Van Oord, 2007).

The literature illustrates that the IBO focuses on teaching responsible behavior, thus considering the whole child including the emotional, physical and cultural needs of the student (Chmelynski, 2005). Selecting courses from different groups as well as the mandatory core components (CAS, TOK, EE) help to build student character and educate the *whole child* (Bullock, 2011; Cambridge, 2010; Chmelynski, 2005; Hare, 2010; Shaunessy & Suldo, 2009). IBDP graduates can collaborate, analyze, and value teamwork. In addition, they are

compassionate, have intercultural understanding, want to make a difference, and contribute to their societies; all characteristics needed in the workplace today (Ricks, 2014).

Unintended outcomes. An outcome of participating in the IBDP is that students develop time management and organization skills in addition to being motivated and prepared for more complex and accelerated courses. The qualitative component from which these data were obtained focused on interviews with 25 participants who were purposefully selected to represent the ethnic diversity of the Chicago Public Schools (Coca et al., 2012).

Another unintended outcome is that students can earn college credit for some IBDP courses thus saving on tuition as well as time spent in college (Bunnell, 2011b; Culross & Tarver, 2011; Duevel, 1999). Other outcomes only addressed in literature independent of the IBO are that participating in the IBDP is stressful for the students (Taylor, 2006; Culross & Tarver, 2011; Doherty, Mu, & Shield, 2009) and that there exists a certain elitism associated with participating in the program (Bunnell, 2008, 2009, 2010; Doherty, 2009, 2012; Resnik, 2012).

The Extended Essay, Theory of Knowledge, and Creativity, Action and Service

The extended essay (EE) is a 4000-word essay that is composed about a topic of the students' choice (related to one of the subjects they are studying), after undergoing independent research. The aims of the EE as expressed in the extended essay guide (IBO, 2013a), are to provide students with the opportunity to pursue independent research on a focused topic, develop research and communication skills, develop the skills of creative and critical thinking, engage in a systematic process of research appropriate to the subject, and to experience the excitement of intellectual discovery.

The extended essay helped students develop their critical thinking skills and capacity for independent research even though the research skills were not used during their first year at university, according to Wray (2013). Wray (2013) qualitatively studied a small number of

students in the UK and supported his study using a two-phase (quasi-experimental and then case study) study in Canada (Aulls & Lemay, 2013; Aulls & Peláez, 2013). Inkelas, Swan, Pretlow, and Jones (2013) support this and add that the students were proud of their EE, intended to do more research as a result, and were less anxious about their writing assignments. The two-phase study (Aulls & Lemay, 2013; Aulls & Peláez, 2013) also shows that students believed that they developed better organization, reading, writing, and reasoning skills due to participating in their EE, as well as increased confidence in their undergraduate studies.

TOK develops a "coherent approach to learning that unifies the academic disciplines" (IBO, 2013a, para. 4). It helps students develop critical thinking skills and question the meaning of knowledge as well as learn to think in different ways while considering assumptions in their academic disciplines (Cole et al., 2014). Some students were critical of TOK in that the classroom discussions were circular or vague. Some teachers were concerned that non-TOK teachers did not integrate it into their subject areas (Cole et al., 2014).

CAS is part of the IBDP that focuses on engaging students in the arts and creative thinking, serving others in their communities and by involving them in physical activity to help them develop a healthy lifestyle (IBO, 2013a). Walker (2007) asserts that the main aim of CAS is a learning experience through interacting with others, although CAS is often interpreted to mean taking part in service activities instead. The benefits of this experience are mostly for the participating students.

Billig and Good (2013) conducted a two-phase study using a convenience sample in the United States, Canada, and Argentina initially, and found that participating in service through the CAS component does help students develop a range of personal and social development outcomes. Students developed a more caring, open-minded, reflective, confident and mature stance, as well as an ethic of service, according to Billig and Good (2013). Brown and Ohsako (2003) describe students earning CAS hours by interacting with elders in their communities and

doing things for them. The experience was positive both for the students and the elders as they built links with individuals they would not have otherwise.

A mixed-methods study conducted in China to examine the effect of participating in the IBDP on university admission, preparation, and performance, showed that the Learner Profile and subject requirements both prepared students well for university. They also found that both teachers and administrators agreed that the core components of the IBDP helped prepare students for university. CAS helped students develop the Learner Profile traits, EE helped students develop essay writing and research skills, and TOK enhanced students' cognitive development and maturity (Lee et al., 2013).

Hayden and Wilkinson (2010) studied IBDP students in India and concluded that by participating in a global affairs course and a TOK course, student discussions and meetings, teachers, CAS, international evenings, EE, and the academic program respectively, students change their attitudes in alignment with the Learner Profile attitudes. The study is limited in that only IBDP students were investigated and there was no control group. However, there may be a positive effect in the development of international mindedness and fulfillment of IBO stated student outcomes related to the IBDP (Hayden & Wilkinson, 2010). Doherty and Li (2011) recommend that assessing some form of global dispositions should become part of the IBDP in the future. It appears however, that the IBO has no plan to assess attitudes or affective attributes by any form of psychological profiling as part of the formal IBDP assessment (IBO, 2004).

Criticism of the IBDP

Global citizenship. This encourages a commitment to humanity and the planet rather than a national identity (Bunnell, 2012). Politician Allen Quist has been quoted as saying that, IB promotes a worldview that is fundamentally *un-American* (Bunnell, 2010a, p. 74). Walters (2007) described the curriculum as "anti-Christian, un-American and Marxist" due to its multicultural nature. Other vocabulary words with a negative connotation used to describe IB, are that it is

secular and *atheist,* has a *one world government ideology*, and promotes *secular humanist* principles (Bunnell, 2009).

Access and equity. Related to the inclusive aspects of global citizenship, the literature also addresses access and equity of the IB program. A weakness of the IB program is its elitist nature (Bunnell, 2012; Cech, 2007; Duevel, 1999; Fox, 1985; O'Connor, 2011). In the Middle East for example, and certainly in Egypt, it is only offered at private international schools which only the more affluent can afford (Bunnell, 2008a, 2012).

This, however, does not only occur in the Middle East. Duevel (1999) as well as Doherty (2009) have criticized the IBDP as being elitist due to being inaccessible to all but the highest achievers. Bunnell (2008a) states that, "48% of schools offer it to only half their students. Only 36% of schools offer it to all, and 31% offer it to less than a quarter" (p. 18). A concern that helps sustain the elitist nature of the program is the fact that it is expensive to offer so it is only accessible to the privileged few (Bunnell, 2008a, 2008b) in many nations but not all. Resnik (2012) states that the IB might contribute to the reproduction of social inequality which is contradictory to its ideals of encouraging peace and understanding between cultures. This results from the selective nature of the international schools in which IB is offered (Cambridge, 2010). Peterson (1983) argues that IBDP is less elitist than some national systems, as students can choose an appropriate level of coursework in which to be challenged (Fox, 1985).

Eurocentricity. The IB is unfavorably labeled as a Eurocentric program (Brunold-Conesa, 2011; Bunnell, 2008a, 2008b; Drake, 2004; Hayden & Wong, 1997; Van Oord, 2007). The IB is perceived to promote Western values due to originating in Switzerland and having its curriculum and assessment center in Wales. Sixty one percent of the IB presence has been in the United States, Canada, England, and Australia in 2009 (Bunnell, 2010a, p. 66).

It is not solely the location that is the issue but the fact that the Western or European ideologies dominate the program although the content is international. The Western ideologies are not the same as in other cultures such as in Asia or Africa and might clash with those cultures (Drake, 2004; Hayden & Wong, 1997). Walker and Dimmock (2000) state that there is potential for dissonance when a program like IB which is developed in one area of the world is imported to another region where the cultural, economic, and political conditions are different and thus might not conform to the expectation of the program (as cited in Drake, 2004).

Walker, former IBO Director General from 1999-2005, (2010) asserts that the IB Learner Profile attributes reflect western humanist traditions of learning but that changing them is unlikely, judged by the current success of the IB program. Wells (2011) and Bunnell (2005) also assert that the IB program and international schools are perceived to be liberal-humanist in nature, while Tamatea (2008) maintains that there is a link between a liberal-humanist education and the development of international mindedness. Van Oord (2007) states that the IBDP is largely mono-cultural and could more appropriately be called a Western-liberal education for internationally minded students, instead of an international education. Heyward (2002) reports that there has been some development of the IBDP to increase the number of courses that have a global context such as: history and culture of the Islamic world, peace studies, world religions, marine science and environmental studies.

Cost and fees. The process to offer the IBDP is complicated and expensive. It can take 2-3 years to complete the requirements to become authorized to offer the IBDP. It involves 3 phases; the first involves a detailed study of the IBDP structure and what the school needs in order to implement it, the second is the application process along with $10,820 annual fee, the third is the school taking action to implement the program as well as focusing on the professional development aspect so that the teachers are all trained and ready to teach the IBDP courses. The final part of the application process is a verification visit by IBO personnel to verify that all requirements to ensure the program's success are complete. Following approval schools are re-evaluated every 5 years to ensure that the program standards and processes are being maintained. The other costly part of the IBDP is the examination fees: registration fee of $141, subject exam fee of $96 and postage of $20. Thus, a student completing the full diploma would have to pay around $700 for the exams. In addition to the above costs, the cost of their teacher training programs is quite high as well (IBO, 2014a).

Summary

The IBDP is a branded product that is recognized worldwide and aims to develop the Learner Profile attributes in participating students. These attributes help make up what it means to be an internationally minded student. An important part of that is learning more about the students' own culture and national identity. The structure of the IBDP has components such as TOK, EE, and CAS that encourage questioning, develop writing skills, and encourage community service respectively, thus helping students develop the Learner Profile attributes.

The IBDP results in intended and unintended outcomes for both the school that offers the IBDP and the students who participate in the program. An example of an intended school outcome is branding of the school which results in attracting students to the school. An example of an unintended outcome for the school is the spillover effect of hiring IBDP trained teachers on

the rest of the school. There are both pragmatic and idealistic student intended outcomes for the IBDP. University recognition of the IBDP and students being well prepared for university are examples of pragmatic intended student outcomes, whereas students developing international mindedness is an example of an idealistic intended student outcome. The stress experienced by the students is an unintended outcome for the students. Scholars question whether the IBDP achieves its stated outcomes including the aim of helping students develop international mindedness. Some criticisms of the IBDP include the high cost to the school as well as the possibility of its exclusivity due to challenging courses and cost, making it an elite program. The fact that it is perceived as Eurocentric is also a criticism of the program.

International Mindedness

Margaret Mead initially introduced the term *international mindedness* in 1929 after World War I, as a political concept (Cause, 2009). She emphasized the importance of attaining a degree of national mindedness before worrying about international mindedness (Mead, 1929).

Literature on international mindedness in the context of the IBDP was found to be scant and mostly biased in favor of the IBDP, not surprising as the research is conducted from within the IBO. Jeff Thompson and Mary Hayden are two of the leading scholars in the discussion of international education from outside the IBO. Scholars such as Bunnell (2005, 2006, 2008a, 2008b, 2010a, 2010b, 2011a, 2011b), Drake (2004), Van Oord (2007) and Walter (2007) write independently of the IBO. They are exceptions to authors such as Ian Hill and George Walker who are both former directors of the IBO, and multiple other scholars such as Singh, Qi and Castro (2013), and Lundgren and Woodin (2013) who were commissioned by the IBO.

Defining International Mindedness

It is valuable to note that many, if not all, of the values needed for an international education overlap with how scholars define international mindedness. These values also overlap

with UNESCO's (1974) Guiding Principles and Walker's (2005) characteristics for international education. According to Tarc (2009), international mindedness refers to attitudes and dispositions. This fits with Castro et al.'s (2013) analytical framework of international mindedness that is in their report commissioned by the IBO.

Scholars and teachers as well as the IBO itself struggle to find an appropriate definition and some believe that it is not possible to define international mindedness at all or identify its components, as it is a complex construct (Cause, 2011; Gunesch, 2004, 2007; IBO, 2013g; Castro et al., 2013). Skelton (2007) states that, while it is not simple to define international mindedness, the more difficult task is to develop it in students. Nonetheless, he believes that although the development of international mindedness is problematic, it is still a worthwhile quest (Skelton, 2007).

Scholarly definitions of international mindedness. In order to elucidate the confusion of terminology used to describe similar concepts to international mindedness, examples of how international mindedness is defined in the literature are given. Initially, scholars who write independently of the IBO are presented, followed by scholars from within the IBO or commissioned by the IBO. Harwood and Bailey (2012) define international mindedness as, "a person's capacity to transcend the limits of a worldview informed by a single experience of nationality, creed, culture or philosophy and recognize in the richness of diversity a multiplicity of ways of engaging with the world" (p. 79).

Ian Hill, deputy Director General of the IBO since 2000, defines an internationally minded person as one who, "understands that people of different backgrounds hold different views, examines why they hold them and respects other points of view without necessarily accepting them" (Cause, 2011, p. 36). Hayden et al. (2000) and Hill (2007) state that international mindedness recognizes a curiosity about the world and an understanding of the diversity of human interactions. These definitions have in common an awareness of diversity in our world.

International mindedness in the IB program. Singh and Qi (2013) report that the IBO definition of international mindedness in 2009 was that it is primarily an attitude of openness and curiosity as well as an understanding of human actions and interactions. This 2009 IBO definition has since developed and matured to include the integral aspects of global engagement and multilingualism (Singh & Qi, 2013). Intercultural understanding is still central to international mindedness with global engagement supporting its development and multilingualism enriching it (Amiss, C., Harrison, R., & Inugai-Dixon, C., 2011; Singh & Qi, 2013).

Castro et al., (2013) as well as Singh and Qi (2013), indicate that the construct of international mindedness is contextual as the national, social, economic and political context affect how it is interpreted. This suggests that the construct's development is based on a social constructivist approach. Hill (2007) states that, "schools that offer IB programmes may be considered virtual laboratories of practice for the development of international mindedness (*sic*)" (as cited in Hersey, 2012, p. 8). It is, however, left up to the teachers to interpret international mindedness for themselves (Doherty & Li, 2011). Gigliotti-Labay (2010) finds that most teachers and administrators develop international mindedness in their schools superficially.

Another description of the development of international mindedness, by the IBO, is the ability of people to recognize "their common humanity and shared guardianship of the planet, [and] help to create a better and more peaceful world" (IBO, 2006, p. 5). IBO, with its use of the term *international* mindedness rather than *global* mindedness focuses on the relationships within the context of disparate nations that are being brought together by encouraging the development of internationally minded individuals (Marshall, 2007; Walker, 2008), while concurrently maintaining that the students develop a unifying whole-world sense of common humanity (Hersey, 2012).

The Significance of International Mindedness

International mindedness is important particularly as there is more awareness and interdependence of people around the world (Hayden, 2006) due to globalization. International mindedness will help individuals communicate across national, cultural, and socio-economic boundaries (American Council on Education, 1995).

Educators spend many hours interacting with students and thus need to recognize their role in helping students develop international-mindedness. Haywood (2007) states that the educator's role is to, "encourage a predisposition towards international-mindedness in general that will allow students to develop their own responses and channels of expression" (p. 85). Van Reken and Rushmore (2009) state that a priority of teacher education should be international and global education, as the "needs of humanity transcend cultural differences, races, skin colors and national borders" (p. 68). The universal values modeled, the pedagogy, curriculum, and assessment strategies will transcend any national or cultural boundaries according to Cause (2009). This provides a unified experience for all, thus an aspect of globalization and not necessarily conforming with the definitions of international mindedness presented earlier.

The Development of International Mindedness

Due to the recent scholarly interest in international mindedness, a significant body of literature that addresses how to develop international mindedness exists. Skelton (2007) writes that in order to assist in the development of international mindedness one should continue the current emphasis on development of deeper and more challenging curricula, create outcomes for students based on their developmental level, think carefully about situations we create that enable students to experience the *shock of the other*, and do all of the above within a culture which encourages willingness to discuss differences and respect them and *others*, while always being mindful of what we value (Skelton, 2007, p. 388). Many of these suggestions also apply to the

development of intercultural competence, cultural intelligence, and global mindedness, with slight variations.

Comparison to Global Mindedness

> George Walker (2008), former Director General of the IBO (1999-2005), prefers: the term "global-mindedness" to "international-mindedness." The concept of an international world belongs to the 20th century, when events took place in distant, exotic countries whose schools--to use Alec Peterson's phrase-- were across frontiers. In the 21st century, those frontiers have been largely removed by electronic communication and ease of travel. Today, the global world starts on our doorstep (p. 35).

The use of *global* in global mindedness, incorporates a large worldview. Pusch (2004) states that individuals need a "mind-set, heart-set, and skill-set that can carry across cultural boundaries, encouraging a shift in worldview and perspective and thus achieving clarity and integrity in complex situations" (p. 67). The four main components of global mindedness are: emotional intelligence, communication, cultural understanding, and collaboration as specified by Hersey (2012). Hett (1993) defines global mindedness as, "a worldview in which one sees oneself as connected to the global community and feels a sense of responsibility to its members" (p. 143). Hett, though, views global mindedness and nationalism as opposites, in contrast to more current definitions of international and global mindedness, which include being loyal to your own nation while exhibiting the global minded worldview.

A study that was conducted by Hersey in 2012, investigated the development of global mindedness in the leadership of primary schools offering international education programs worldwide and found positive relationships between travel experience, second language ability, years of teaching experience, and their development of global mindedness.

Concerns about Developing International Mindedness

International education is professed to be one of the main vehicles by which students are perceived to develop international mindedness (James, 2005). Tate (2013) states that there are legitimate concerns about the efforts to develop international mindedness in international schools offering international education: it produces *global cultural convergence* instead of encouraging the world's cultural diversity, it dismisses normal people's concerns as it is linked with the transnational elites, it distances some from local allegiances and traditions; it emphasizes stereotypes through community service, and it is concerned with global citizenship instead of the needs of local and national citizenship. Fox (1985), Bunnell (2010b) and Doherty (2009) share the same concerns of creating an elite class of individuals with Fox (1985), particularly concerned about Third World countries and the possibility of perpetuating cultural imperialism.

Possible Factors that Affect the Development of International Mindedness

Institutional factors. Of the many factors that are covered in the literature, these were found to be the most relevant to this study.

International schools. One study, carried out in Qatar, found that attending at an international school does increase cultural awareness but has no effect on the students' level of international mindedness which includes cultural tolerance and/or universal affiliation (Baker & Kanan, 2005). This study was limited and cannot be extrapolated to other countries, however, it does indicate that it is misleading to think that students can only develop international mindedness at international schools with international curricula such as the IBDP (Baker & Kanan, 2005).

IBDP. Hayden and Wong (1997) interviewed a small opportunity sample of IBDP teachers and IBDP alumni, and concluded that the IBDP does not promote an international

education as well in a monocultural, monolingual national school as in a diverse school environment. They found that the school environment and the informal curriculum have more impact on the development of international perspectives than the formal curriculum. They caution against attributing the development of international understanding to participating in the IBDP as it is not clear to what extent the IBDP realizes that goal. Keller (2010) examined the relationship of the global mindedness of students to whether or not the students attended a school that offered the IBDP. She investigated both the students who were participating in the IBDP and those who were not, in both types of schools by administering Hett's Global Mindedness Scale (GMS) to two groups of high school students, one who attended a school offering IBDP and the other whose school did not. The results of this quantitative study indicated that there was no significant difference in the level of global mindedness between the two groups.

In contrast, Hinrichs (2002) suggests from her limited study of matched AP and IBDP students at different schools, that the IBDP curriculum helps promote international understanding, underscoring the importance of the curriculum rather than exposure to diversity alone. Tarc (2009) points out that as IBDP is being offered in national schools international understanding needs to be promoted within the curriculum rather than depending on the international school environment, and the IBO has in fact made some reforms to make the program more international. School administrators have the flexibility of selecting the courses that they offer for the IBDP. Some courses are designed so that they are more inclusive of international perspectives while others by default are not as naturally inclusive of international perspectives (IBO, 2013b).

Student diversity. An important element for this study is student contact with diverse others as it is perceived to help develop international mindedness. Every school varies in the diversity of its student body. Students perceive that exposure to and mixing with students of other cultures is an important factor in the development of international mindedness (Hayden &

Thompson, 1995a, 1995b, 1998; Hayden & Wilkinson, 2010). Some scholars such as Hayden and Thompson (1998) and Van Oord (2007) argue that exposure to diversity in an international school environment is more significant than any structured program in the fostering of international understanding, due to the mixing of students of different nationalities that occurs in diverse schools, which leads to an appreciation of other cultures. Hayden and Thompson (1998) found a significant relationship between international education and exposure to diversity. Schwindt (2003) adds that the intentional integration of the whole community in school life which exposes students to diversity, helps with an international education in which a major component is the development of the attitude of international mindedness. Lineham (2013) identified that the diversity of the student body has a significant effect on the students' attitudes as the diversity added multiple perspectives thus enriching class discussions.

Heyward (2002) adds that, not only contact with diverse students is beneficial but more importantly the "deep, rich, dynamic and diverse cultures of their host environment" (p. 27). International schools that offer the IB often keep a distance from the local host community, which is ultimately to the detriment of the development of their students' international mindedness (Bunnell, 2005; Heyward, 2002).

Zhai and Sheer (2004) surveyed summer undergraduate agriculture students to find that students who have more contact with diversity have a higher level of global perspectives. Carano (2010) investigated how the use of nationalistic curricula is still prominent and discusses the need for a global education. He used interviews and Hett's GMS to understand to what self-identifying global educators accredit their global mindedness. Carano chose a purposeful sampling of social studies teachers for his study and found that exposure to diversity was a factor that affects global mindedness positively. A study by Doherty and Li (2011) elucidates the outcomes of IB related to international mindedness. They studied how the IBO interprets international mindedness by conducting teacher and student interviews in three Australian schools. They found that the IBO

succeeds at getting students to explore differences, build knowledge beyond that of their nation and develop questioning dispositions. However, they found that IBO was not as adept at communicating *common humanity*, interconnectedness and complexity, encouraging creative active citizenship, convincing students to gain intercultural competence through second language acquisition and disentangling nation/culture/language.

Although some may believe that international mindedness can be developed simply through exposure to people from diverse cultures, Muller (2012) suggests that it is not sufficient to be part of a diverse student body, but that there must be effective intervention to help the students develop international mindedness. Earlier other authors have expressed similar caveats. Otten (2003), Bennett (2009) and Paige (1993) state that exposure to diverse cultures does not guarantee the desired development of intercultural learning or competence.

In Bennett's (2009) study about intercultural learning, he asserts that every program of international educational exchange and study abroad contributes to educational cross-cultural contact which provides experiences that could increase intercultural competence and thus develop global citizenship. However, Bennett (2009) claims that research has shown that intervention through the curriculum and by facilitation is necessary in order to help develop intercultural learning. Otten (2003) concludes that reflection is required for intercultural contact to lead to intercultural learning experiences and increased intercultural competence. Paige (1993) suggests that if the experience is not made into a personally relevant learning experience then mere contact is not enough but could instead reinforce negative stereotypes and prejudice (Otten, 1993). Goeudevert (2002) corroborates that exposure to diversity is not valuable in and of itself as it could lead to intolerance if not effectively facilitated (as cited in Skelton, 2007).

Teacher experience. The teachers' number of years of experience teaching the IBDP varies. Mayer (2010) states that "Teachers who had less than 5 years of teaching experience reported that they were intimidated by the level of the curriculum and did not feel capable of

teaching IB classes (sic)" (Mayer, 2010, p. 92). Lee, Hallinger and Walker (2011) assert that most leaders prefer to hire teachers with prior IB teaching experience as it made for a smoother transition for the teachers. Teachers not only have varied levels of experience with the IB and teaching in general, but they also differ in the number of years they have taught internationally.

Cushner and Mahon (2002) found that an overseas experience for a teacher is advantageous as it affects how they feel about themselves and others, as well as increases their cultural awareness and improves their self-efficacy and aids their development of global mindedness. Cushner (2007) adds that teachers who complete their student teaching abroad are exposed to new pedagogical approaches and educational philosophies which develops their international mindedness. They gain self-knowledge, personal confidence, professional competence, as well as a greater understanding of global and domestic diversity. They also develop a sense of their own culture as well as that of others. All of these skills are ones that are increasingly useful in the 21st century. Bennett (2009) corroborates that international experience for teachers can help contribute to their intercultural learning. He states that this learning will help improve their management and educational strategies in multicultural classrooms.

Every school has a unique composition of teachers, some more diverse than others. Each manifests international mindedness in his or her own way. Hayden and Wilkinson (2010) report that teachers should act as role models for international mindedness. Preparing teachers to teach for diversity and gaining the skills they themselves need to become internationally minded is important for the 21st century (Cushner, 2007).

Duckworth (2005) surveyed and interviewed international pre- and in-service schoolteachers to find out their level of international mindedness. The author employed Hett's (1993) definition of global mindedness for this study and used the terms global mindedness and international mindedness interchangeably. Her findings revealed that most of the teachers shared the views of international mindedness even though they were a somewhat diverse group with

respect to their ethnicities, age, teaching background, experience abroad and with diverse populations, and language ability.

The IBO requires that teachers receive IB training before they teach IB courses. In reality, however, not all teachers are trained when they start teaching IB courses. Schools undergoing re-accreditation or obtaining initial accreditation by the IBO must provide evidence of employing teachers who are trained. Gehring (2001), Gross (2008), Mayer (2010), Sjogren and Campbell (2003) and Sperandio (2010) assert that the teachers who teach IB courses must receive IB-specific training as they are held to high standards. O'Connor (2011) and Mayer (2010) state that IB-trained teachers were found to raise the quality of teachers overall as they work with other teachers and teach some non-IB classes. Culross and Tarver (2007) worry about discrimination in schools where IB is offered side by side with the regular curriculum. In schools such as these, teachers who are IB-trained and teach IB courses teach alongside the *others* who are not trained and do not teach IB courses.

Individual factors. Many individual factors also affect the development of international mindedness. Several have been discussed in the literature.

Socio-economic status. There is abundant literature on how the IBO has been criticized for the creation of a seemingly elite group of students. (Bunnell, 2012; Cech, 2007; IBO, 2006; O'Connor, 2011). Resnik (2012) surmises that the IB might contribute to the reproduction of social inequality which is contradictory to its ideals of encouraging understanding between cultures. This occurs, according to Cambridge (2010), due to the selective nature of the international schools in which IB is offered. Even in schools where the IBDP is offered along with another a program, admission to the IBDP is can be selective academically (Cambridge, 2010). However, some schools have an open door policy in which any student may participate in the IBDP without enduring a selective application process (Cambridge, 2010).

Parent nationalities. The fact that students may have parents whose nationalities are different from each other is also a factor (Hayden et al., 2000). However, students and teachers in this study did not equate having parents of different nationalities with an increase in being international.

Languages spoken. The number of languages spoken by students is yet another factor investigated by Hayden et al.'s study conducted in 2000. The authors analyzed responses from a questionnaire that was given to students and to secondary school teachers. Hayden et al.'s research showed that both students and teachers thought that multiple languages spoken by a student was a necessary factor in being international as it gave them a better opportunity of communicating with people from different cultures.

Travel. Students are exposed to different cultural experiences depending on the extent of their international travel experience. Hill (2006b) and Hinrich (2002) state that one of the opportunities for gaining intercultural understanding is from travel.

Transformative Learning Theory

There exists some related literature about the transformative learning theory that is relevant to this study. Cambridge and Thompson (2004) view education as a process that emphasizes the personal affective development of the individual rather than a finished cognitive product. International education specifically is seen as a transformative experience that aims for peace. Cambridge and Thompson (2004) suggest that internationally minded education might be a response to political oppression and poverty as it focuses on service and global citizenship. Thompson et al. (2003) state that the IBDP demonstrates this type of education through its compulsory core components: TOK, EE, and CAS (as cited in Cambridge & Thompson, 2004). The IB mission statement states that an IB education helps develop skills, attitudes and

knowledge that enable students to contribute towards creating a better and more peaceful world. Davy (2011) emphasizes the importance of the curriculum itself professing that a transformative curriculum such as the IB helps lead students "from learning to caring to action" (p. 4).

Transformative learning is discussed in literature related to study abroad. Cushner and Mahon (2002) looked at overseas student teaching. They found that students who develop most are those who are able to allow a shift in their worldview as they have new experiences. After engaging others and reflecting on their experiences they integrate these shifts into their frame of reference. Golay (2006) examines the perspective changes on global attitudes that study abroad students experience, through the transformative learning lens. She states that although there are studies that contradict this, most studies show that there are positive effects on students' global attitudes due to studying abroad. Fry et al. (2009) state that study abroad is a transformative experience for many participants. It impacts their lives by affecting how they perceive and engage in the world which includes their values, friendships, and careers. In this study of the outcomes of IBDP at CAC, participating in the IBDP is the transformative experience.

Social Contact Theory

There exists abundant literature concerning contact with diverse others and the development of attitudes that show less prejudice or attitudes of international understanding, as previously addressed in this literature review. A comment in Hayden and Thompson's (1998) study: "the very presence of foreign students does more for tolerance and open-mindedness than any structured scheme" (p. 560) supports the importance of contact with diversity, although not everyone agreed with the comment.

Banks (2008) shares the results of research that strongly supports the positive effects of interracial contact on student interracial behavior and student interaction where Allport's

conditions are met. Aronson (2002) stated that in a review of 19 studies, Slavin (1985) found that cooperative learning methods affected interracial friendships positively in 16 of them (as quoted in Banks, 2008, p. 136). In another review, Slavin (2001) also described the positive effects of cooperative groups on racial attitudes and cross-racial friendships (as cited in Banks, 2008). "Other investigators have found that cooperative learning activities increased student motivation and self-esteem (Slavin, 1985) and helped students to develop empathy" (as quoted in Banks, 2008, p. 136). Also, Cohen (1984), Cohen and Lotan (1995), as well as Cohen and Roper (1972) found that contact between different groups increases intergroup tensions rather than reducing them if there are no deliberate interventions to help positive interactions (as cited in Banks, 2008).

With respect to leadership, Kim and Van Dyne (2012) developed a conceptual model that proposed that prior intercultural contact affects international leadership potential. Their study adds to the evidence that shows that prior intercultural contact is important for developing international leaders with cross-border responsibilities in today's globalized world. It helps leaders develop an overall perspective and thus be more effective leaders by being able to understand and adapt to a myriad of cultural contexts (Van Dyne, Ang, & Livermore, 2010).

Leadership for Change

Due to globalization, this study has many implications for leadership as educational leaders look for ways to ensure that students are developing the knowledge, skills, attitudes and behaviors needed for our interconnected and interdependent world. Students now need more innovative thinking skills, cultural awareness, higher-order cognitive skills and communication and collaboration skills than ever before (Suarez-Orozco & Sattin, 2007).

There is a need for revisiting educational leadership from a critical perspective in a global context (Dimmock & Walker, 1998; Jazzar & Algozzine, 2006). Spring (2008) states that "educational leadership research that focuses on international values may guide future school

administrative practices in shaping school culture in a rapidly changing and globalized world" (as quoted in Hersey, 2012, p. 111). Dimmock and Walker (1998) also state that studying other international systems may provide insights into our own ways of school leadership which could be helpful as our societies become more diverse, although the authors were being general and not specifically addressing the IBO.

Leadership is a process to inspire, facilitate and produce change (Kotter, 1995). It is a process by which an individual influences a group of individuals to achieve a common goal, states Northouse (2010). Defining leadership as a process implies that it is an interactive transactional event that occurs between a leader and a group, empowering them in the process (Northouse, 2010). Leithwood (2007) addresses the contradiction between the *transactional practices* most school leaders face, and transformational leadership practices. He then suggests that leaders should use whichever leadership process is appropriate to the situation. Changes in the school will result if a school leader decides to offer the IBDP, thus the need for a leadership process suitable for the situation.

A change in the way we think about leadership in education is necessary. "Educator-centered leadership will require a radical paradigm shift by educators in the twenty-first century" state Jazzar and Algozzine (2006, p. 173). Dimmock and Walker (2000) assert that most of educational leadership is ethnocentric and thus the literature is written from a monocultural perspective. Hersey (2012) asserts that educational leaders need to develop global mindedness if they are expected to cultivate a global perspective of education. This is a critical issue in this day and age as globalization proceeds to facilitate mobility and it is very likely that one will interact with others from another culture. Dempster, Lovett, and Fluckiger (2011) add that internationalization of education increases the importance of culture. Leaders need to comprehend that leadership varies across dynamic cultures and need to be culturally sensitive, as leadership is a culturally influenced process (Bennis, 2007; Dimmock & Walker, 2000). They assert that it is

imperative to recognize this as it will help improve educational practice and make schools more effective and socially responsive (Dimmock & Walker, 1998).

Leadership in the classroom is critical. “Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school” according to Leithwood, Louis, Anderson, and Wahlstrom (2004, p. 5). These researchers assert that the effect of leadership on student learning is often underestimated. Darling-Hammond et al. (2007) state that school leadership affects learning outcomes by their selection, support and development of teachers and by developing curricula, school procedures, and building a community (as cited in Dempster et al., 2011). Fullan (2002b) addresses the need for leaders who can focus on more than just maintaining high standards by being instructional leaders, but who can also transform the organization and provide a more comprehensive leadership.

Transformational Leadership

Teachers can be considered transformational leaders in the classroom. Their teaching is influenced by their administrators who can be transformational leaders in paving the way to an internationally minded teaching practice. Burns (1978) first brought the concept of transformational leadership to the forefront. According to Burns, "The result of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents" (as quoted in Hackman, M. Z., & Johnson, 2004, p. 89). Transformational leadership is a process where the leader engages with the followers and raises their motivation while at the same time is attentive to the followers’ needs (Northouse, 2010). In transformational leadership the followers eventually become leaders themselves. The leaders exhibit creativity, vision, energy, sensitivity to others’ needs and passion (Bass, B. M., & Avolio, B. J., 1993; Hackman, M. Z., & Johnson, 2004; Leithwood & Poplin, 1992). Northouse (2001) state that transformational leaders are more effective leaders in general

(as cited in Hall, Johnson, Wysocki, & Kepner, 2012). The weaknesses of transformational leadership is that it is sometimes too broad, seen as personality trait leadership and has the potential for abuse of power (Hall et al., 2012)**.**

Ellingboe, a leading scholar on educational leadership theories, argues that transformational leadership is very suitable for education. When internationalizing a campus, Ellingboe (2005) states that the key is to integrate leadership, culture and international education. She does caution however that transformational leadership might be too westernized and business-focused to be effective in an educational setting. Kotter (1995) lists steps that are needed to transform an organization, which could also be used in educational organizations: establishing a great enough sense of urgency, forming a powerful guiding coalition, creating a vision, communicating the vision, empowering others to act on the vision, planning for and creating short-term wins, consolidating improvements and producing still more change, and institutionalizing new approaches (p. 61). Walker (2004b) adds that as well as creating a vision and empowering others, international leaders are credible and are aware of how others see them. They also are good at forming quality relationships with others.

Bogler (2001) and Fullan (2002a) both emphasize that transformational leadership affects how teachers perceive school conditions, their commitment to change and student learning (as cited in Hallinger, 2003). Leithwood and Poplin (1992) assert that transformational leadership in schools helps encourage collaboration and teacher development as well as effective problem solving.

Leader Competencies

Scholars have different ideas of what makes a good leader. In their book, *The Truth About Leadership: The No-Fads, Heart-of-the-Matter Facts You Need to Know,* Kouzes and Posner (2010) for example, list ‘ten truths’ about leaders: individuals make a difference,

credibility is a cornerstone of leadership (be honest, forward-looking, inspiring and competent), values drive commitment, leaders focus on the future, leaders do not work alone, trust rules (be consistent, communicate clearly, take promises seriously, be candid and forthright), challenges lead to greatness, lead by example, learning is essential for all leaders, and leadership requires heart (p. xxi-xxiv). They also list five practices that they believe help one become a leader: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart (p. 13). Many of these characteristics, overlap with those in transformational leadership. Kouzes and Posner (2009), state that inspiring a shared vision stands out as a characteristic uniquely required by leaders. They also emphasize that good leaders listen and attend to their followers' needs.

Senge (1990, 2007) defines a shared vision as one that results from the desire to be connected in an important undertaking and where people are committed to it as it reflects their own personal vision. A shared vision makes the learning meaningful, keeps one on track and creates excitement, helping collaboration and building trust. Commitment to a shared vision, instead of just compliance, comes when a shared vision develops from a personal vision, which takes time and should be based on both intrinsic and extrinsic standards of excellence.

Another scholar renowned for his insights in leadership is Michael Fullan. Fullan (2008) claims that the following list will energize and nurture an organization: invest in your employees and involve them in meaningful pursuits, connect people with a purpose that is more than just collaboration, allow employees' expectations of one another to create positive pressure to accomplish goals important to the group, allow peers to connect with one another in context to learn and improve their performance, encourage transparency, and develop many leaders to work together and enhance continuity. Again, there is much in common with transformational leadership here as well as with Kouzes and Posner's ideas.

Fullan (2002a) finds that effective leaders have a strong sense of moral purpose, an

understanding of the dynamics of change, an emotional intelligence as they build relationships, a commitment to developing and sharing new knowledge, a capacity for coherence making. They are also hopeful, enthusiastic, energetic, modest, tenacious, innocent, curious, compassionate, and emotionally mature. Fullan (2002a) states that the most difficult area to develop and sustain is leaders' teamwork where the leaders operate to build shared commitment, collective skills and task appropriate coordination strategies. Effectiveness is increased, according to Hackman (2002), when a team is a real team (rather than in name only), has a compelling direction for its work, an enabling structure that facilitates rather than impedes teamwork, operates within a supportive organizational context, and has available expert coaching in teamwork (Fullan, 2002a).

Jazzar and Algozzine (2006) suggest that in order to be effective, future educational leaders should focus on developing again a shared vision, sharing leadership roles, having knowledge inform their actions, building caring and trusting relationships within community, using their collective energy to obtain resources, working together, developing strong interpersonal communication. Again, overlaps with transformational leadership and the ideas put forward by Kouzes and Posner as well as Fullan's are apparent. Kouzes and Posner (2007) emphasize the value of developing a trustworthy relationship in leadership, between the leader and those who choose to follow.

Fullan (2002b) adds that social responsibility, coherence making, and improving relationships are essential components that leaders should address. In addition, he emphasizes the importance of sustaining the system, developing the social environment, learning in context and cultivating leaders at many levels, which again overlaps with transformational leadership.

Conclusion

In this chapter, the literature on globalization, internationalization, international education, and the IBDP was reviewed before leading into a section that reviews the literature that addresses the student and school outcomes for the IBDP. Following that, that literature on international mindedness, and the theoretical frameworks that frame this study: Allport's social contact theory and Mezirow's transformative learning theory, was reviewed. Then, the literature on leadership for change was reviewed.

The next chapter discusses the research methodology and methods, as well as the processes of data sampling and collection, and the data analysis procedures.

Chapter Three: Research Methodology and Methods

The goal of this study is to identify the intended and unintended outcomes of offering the IBDP. Some globally standardized programs of education, such as the rapidly expanding IBDP, are perceived to offer best practices in education, including academic rigor as well as intercultural understanding (Bunnell, 2011b; IBO, 2013f; Resnik, 2012). Despite the fast growth of the IBDP around the world, empirical studies identifying the intended and unintended outcomes of the IBDP do not exist. Although currently, there is a growing body of research about how the IBDP helps prepare students for universities in the UK, North American, and Australian markets, there exists little empirical evidence, if any, to support that the International Baccalaureate Organization (IBO) succeeds at achieving all of its stated outcomes. There exist no such studies specific to Egypt.

In this chapter the rationale of the methodology and methods selected, and the description of research design, process of data collection and analysis is presented. To begin this discussion the statement of purpose and research questions are reiterated.

Statement of Study Purpose and Research Questions

The purpose of this study is to identify the intended and unintended outcomes for both the students and the school of offering the IBDP at an international high school in Egypt. The research questions addressed in this study are: (1) What are the intended outcomes of offering the IBDP at CAC? (2) What are the unintended outcomes of offering the IBDP at CAC? (3) Does a diverse student body contribute to the achievement of IBO goals? If so, how? (4) In what ways does student participation in the IBDP lead to engagement with a diverse local community?

Study Methodology and Rationale

This study uses an interpretive approach where an in-depth understanding of the outcomes of the IBDP from the views of key stakeholders is sought. The knowledge gained from

this study is constructed through the worldviews of the people involved. With socially constructed realities, the goal is to discover and understand a phenomenon (Merriam, 2009). This study also incorporates a pragmatic approach where the research occurs in a variety of contexts: social, historical, political and others (Creswell, 2014).

Qualitative research provides descriptive depth as well as an *emic* understanding of the issue being studied. In other words, an insider perspective of the issue rather than an external one helps to give this study descriptive depth. Qualitative research is not driven by theory but instead is used to "expand and generalize" existing theories (Yin, 2014, p. 15). This study uses the following two frameworks to guide the data collection: Mezirow's (1978) transformative learning theory and Allport's (1954) social contact theory. These theories help focus this study but also allow for the discovery and interpretation of unexpected data by using inductive research questions.

Qualitative research has the advantage of taking place in the natural setting, making the researcher a crucial part of the research process, as well as using multiple sources of data for analysis of the issue (Creswell, 2014). This study takes place during a typical day at the CAC; the stakeholders are either currently enrolled as students, alumni of the school, or teachers and administrators currently employed at the school.

A concern with qualitative research is that credibility depends on the individual gathering and interpreting the data (Creswell, 2014). In other words, there exists the possibility of researcher subjectivity, misinterpretation of the data, distortion of the data, improper use of methodologies, and weak quality control which can be reduced by multiple strategies such as triangulation of the results as well as checking back with the participants. The use of triangulation of multiple data sources and *member checks,* are strategies that enhance the credibility of the data and eliminate possible intrinsic bias according to both Patton (2002) and Merriam (1995).

Another strategy to increase credibility used in this study is the presentation of the experiences, assumptions, and biases of the researcher (Merriam, 1995).

The research questions for this study are inductive in nature in an attempt to gain an in-depth understanding of the intended and unintended outcomes of offering the IBDP from the stakeholders' perspectives. They focus on determining process, meaning and understanding (Mertens, 1998). The first two research questions are "What are the intended outcomes of offering the IBDP at CAC?" and "What are the unintended outcomes of offering the IBDP at CAC?" These questions guide the research into identifying the outcomes of the IBDP. They comprise the exploratory component. Of equal importance are the following two research questions: "Does a diverse student body contribute to the achievement of IBO goals? If so, how?" and "In what ways does student participation in the IBDP lead to engagement with a diverse local community?" which both rely on the theoretical frameworks selected. Yin (2014) asserts case studies are primarily used for *how* questions in addition to *why* questions. The two last questions are both *how* questions.

Case Study

To answer the questions associated with the statement of study purpose a case study approach is used in an attempt to add strength to current knowledge. The use of case studies is prevalent in education (Stake, 1995). Stake (1995) and Yin (2014) both explain that a case study could be an in-depth analysis of a program, including a thorough contextual analysis, where detailed data is gathered using multiple data collection methods over a sustained period of time (as cited in Creswell, 2014). Case studies are used when the goal is to comprehend a complex problem within context (Mertens, 1998) which is relevant for this study as it is a unique setting of a private international school in Egypt. Yin (2014) states that an exploratory case study is "used to enlighten those situations in which the intervention being evaluated has no clear, single set of

outcomes" (p. 19). The intervention in this study is student participation in the IBDP as a result of the school offering the IBDP. The IBO has stated outcomes of participating in the IBDP for the students with no hard evidence to show that they are achieved, and outcomes for the school apart from branding have not been made clear.

Merriam (1998, 2009) uses the term *bounded* to describe that a case study is a study of a single unit (one international school). Yin (2014) would describe this as a single case study. Merriam (2009) states that case studies are "particularistic, descriptive and heuristic" (p. 43). In this case study, particularistic refers to the study of one school, descriptive refers to the in-depth, complete, rich data gathered describing the case, and heuristic refers to the new insights and understandings gained about the IBDP at this school. However, even though case studies are used to study a single case, Becker (1958) asserts that case studies are exploratory in nature and due to their style, are a significant method of inquiry for naturalistic generalization from experiences. Stake (1978) also notes that case studies are a natural basis for generalization.

The sociologist Howard Becker argues that the *lay* perspective or the *everyday-life* perspective described in accessible language is superior to a more scholarly report even for scholars, as ordinary experiences are shared by everyone and thus are more effective (Stake, 1978). Merriam (1998) adds that using case studies for examining a program in education is justified, as the language used to communicate the results is more accessible.

Tracer Study

An important component of this study is a tracer study as in-depth semi-structured interviews were conducted with two groups of alumni who participated in the full two year IBDP to obtain information about what transpired due to their participation. Four of the alumni interviewed graduated from high school between 2008 and 2010, have already finished their undergraduate schooling and have some job or at least internship experiences. The other four

alumni graduated from high school between 2012 and 2013, and completed their first year or two at university. The matriculation data for graduates of 2012 and 2013 were also obtained in order to identify the universities in which the students are enrolled. Tracer studies were pioneered by the Singaporean economist of education Dr. Pan Eng Fong who emphasized their importance for studying the impact of educational and training programs. Tracer studies are a tool that is used to find out what happens to participants, of a specific educational or training program for example, over time. The ILO (2011) defines them as studies that "take a retrospective look at the evolution of the situation of a sample of children already provided with or exposed to a specific intervention. It is an enquiry approach at a single point in time that generates data on already achieved impact" (p. 3). Fry (2008) states that, "Perhaps one of the best empirical indicators of quality is what happens to graduates of a program…. Perhaps that is the true test of the quality of a program" (p. 218). This tracer study provides data about the effectiveness of the IBDP both for college preparation and for employment. This information is useful as it helps elucidate both the intended and unintended outcomes of the program and also provides knowledge that could lead to programmatic changes. Like other research, this tracer study does not prove that certain outcomes are a direct result of participating in the IBDP, but it does support assumptions and is a relatively easy and inexpensive method to employ.

Study Methods and Rationale

In case studies, multiple sources and techniques are used in gathering data. A case study does not claim a particular data collection method (Merriam, 2009), although interviews are commonly used. In this study, interviews and a focus group are used to gather data, as well as analysis of documents including the literature, IBO public relations documents, websites and reports both internal and external to the IBO. Triangulation of these multiple sources of data as well as other strategies helps to increase the credibility of this study.

Qualitative research, being inductive in nature, requires a data collection instrument that is "sensitive to underlying meaning when gathering and interpreting data" (Merriam, 2009, p. 2). Merriam (2009) states that humans are suited to the task of collecting data for qualitative research as interviewing, observing and analyzing are central to this type of research. The researcher acts as a *detective*, and plays a crucial part in the data collection process as an interviewer and focus group leader, thus the credibility of the research depends on the researcher's skills (Patton, 2002). The data gathered in this study are collected from a variety of stakeholders' perspectives.

Interview Rationale

Interviews are a principal tool to obtain descriptions and interpretations of others because they gather multiple realities inherent in the case (Stake, 1995). They help to obtain more depth and construct meanings out of the data gathered. Semi-structured interviews are used to allow a response to the interviewee and their viewpoint, which may bring about new insights on the topic as well as more depth, through exploration and probing (Creswell, 2014). The semi-structured interviews ensure that the interviewees express themselves freely. Three pilot interviews were conducted; one with a senior student, and one with an administrator, at a different international school (to be as close as possible to the reality of this study), as well as one with a 2007 alumnus of CAC, to elicit information on the appropriateness of the interview questions.

The limitations of interviews include willingness of interviewees to give accurate and complete answers, the possibility of interviewees being biased by possible desirable responses or influenced by the researcher's presence (Creswell, 2014). It is made clear to the interviewees that there is no correct response and that the risks to them are minimal as what they share is confidential. Even so, the interviewees are self-reporting and their responses are filtered through the views of the interviewer. Triangulation of all the gathered data helps to minimize this

limitation. Pilot interviews were conducted with a principal and student of a different international school as well as with an alumnus of CAC who graduated in 2007, to determine the suitability of the questions.

Focus Group Rationale

Focus groups are used to obtain perceptions and in-depth data in a non-threatening permissive environment. Focus groups are a flexible method that allows a researcher to probe unanticipated issues (Krueger & Casey, 2009). Focus groups are more economical than interviews, but more importantly; the researcher experiences the group interactions and the non-verbal expressions in addition to what is being said. Focus groups tend to have high face validity as they usually measure what they intend to measure.

The limitations of focus groups include a group that may be influenced by one or more dominant voices, data that is not projectable to other situations, and the possibility of moderator bias. In addition, focus groups are usually not as in-depth as interviews (Krueger & Casey, 2009), but provide the research with the group interaction dynamics that lead to a different kind of depth. A pilot focus group was conducted with IBDP teachers at a different international school to determine the suitability of the questions.

Document Examination Rationale

Examining documents including the literature, IBO public relations documents, websites, and reports both internal and external to the IBO, adds another dimension to use in the triangulation process. It is particularly relevant, according to Merriam (2009), because the documents were not produced for the purpose of this research. Merriam (2009) states that document examination "can contain clues, even startling insights, into the phenomenon under study" (p. 149) and although not all the information may be relevant, she and Patton (2002) believe it is a valuable piece of the research process even if only to provide insight for interview

questions. In addition, these documents may "corroborate and augment evidence from other sources" (Yin, 2014, p. 103).

While interviews and focus groups provide data that may be filtered by the researcher, documents can be a practical method to check researcher bias and accuracy. Document examination allows for the matching of the perceived outcomes that materialize from the interviews and focus groups with the IBO stated outcomes, to provide evidence or lack thereof for the IBO in fact achieving its stated outcomes. Consequently, document examination is valuable and plays an explicit role in this case study.

Data Collection

The first step of data collection was to establish contact with the director of the school and obtain an informal endorsement of the study, and then the proposal was submitted to the University of Minnesota Institutional Review Board. Once approval was granted, the pilot interviews and focus group were conducted, then selection of participants was undertaken and the data collection process began.

Sampling strategies. Both purposeful and random samples from the school population were used in an attempt to gather the data needed. The groups (stakeholders) that were studied were purposefully selected (Krueger & Casey, 2009), but from within those groups the interviewees or focus group participants were randomly selected. Patton (2002) and Merriam (2009) note that with qualitative studies it is important to select candidates that are *information rich* and thus the purposeful sampling. In other words, participants are selected based on how much information they have and thus how much can be learned from them. Ultimately, "in qualitative research, a single case or small, nonrandom, purposeful sample is selected precisely because the researcher wishes to understand the particular in depth, not to find out what is generally true of the many" (Merriam, 2009, p. 224). The sampling was from four groups of key

stakeholders (students, alumni, teachers, administrators: board member, director, principal, IB coordinator) in order to gain their multiple perspectives, which allowed for triangulation of the data.

The purposeful selection of the groups of possible participants was a collaborative process. The selection of the board member was purposeful based on how *information rich* that individual is. The director helped identify who would be a good candidate. There is only one IB coordinator, one high school principal and one director so those individuals were all approached individually via email with the letter of recruitment and letter of endorsement (see Appendix A for letters).

The selection of the teachers was a collaborative process with the IB coordinator who had a list of all teachers teaching IBDP courses. A letter of recruitment was sent out to all of the selected teachers, along with the letter of endorsement from the director (see Appendix A for letters), and the first to respond were selected. One teacher responded to the first round of emails and then another a week later to the second round of emails. Again, four teachers were recruited by word of mouth due to the lack of responses from the emails sent out.

The selection of the students was accomplished with the IB coordinator, who had a list of all students participating in the full IBDP over the age of eighteen at the time of data collection. The age criteria limited the possible number of student candidates to fifteen. The IB coordinator emailed out both a letter of information outlining my research and a recruitment letter (see Appendix A for letters) to all 15 of those students, on my behalf. In addition, the letter of endorsement signed by the director was also attached to the email. The first round of emails only elicited one student response. The IB coordinator sent out the email with the above attachments a week later again, but included a short paragraph that was written up to help to engage them personally with the topic. One more student response was received. The students said that they

did not read their school emails as they received so many of them. As a result, the other six student volunteers were obtained by word of mouth through their peers.

The selection of the alumni is based on their availability in Cairo, through word of mouth and Facebook. CAC has an alumni group on Facebook to which was posted (with the moderator's permission) a couple of sentences requesting volunteers for a focus group. A few responses were received from alumni who were enthusiastic about participating, but not physically present in Cairo, and thus unable to participate. Due to the lack of availability of alumni and since the teacher focus group led to obtaining less depth compared to the other interviews that were conducted with the other stakeholder groups (students and administrators), a decision was made to conduct in-depth semi-structured interviews with alumni instead of a focus group. A list of graduating seniors for the years 2008-2013 showing the IBDP candidates, was obtained and used to message each one privately on Facebook requesting their participation in interviews. Ten interviewees were secured in this manner.

A total of 22 interviews were conducted: one with each of the board member, director, principal, and IB coordinator, ten alumni interviews (grouped into two groups: graduates of 2008-2010 and graduates of 2012-2013), and eight student interviews. One focus group was conducted with IBDP teachers, composed of six participants. The interviews and focus groups were conducted in English, as for many of the participants English is their native language and if not their first language, they work/study at a school where the primary language of instruction is in English (including for the IBDP) and are thus were fluent in the language.

Interviews and focus group. The interviews and focus groups were conducted on the school campus. The interview protocols followed a semi-structured format, allowing for slight deviations in order to gain in-depth responses (see Appendix B for interview protocols). The interview protocols for the board member/director, principal/IB coordinator, students and alumni vary slightly in order to obtain relevant data. All interviews took between 15 and 45 minutes, with

the shortest being the least *information rich* participant's interview: current students. The longest interview took about 45 minutes and was with the IB coordinator. The focus group took about 75 minutes (see Appendix B for focus group protocol). All interviews and the focus group were recorded with the interviewees' permission, and then time stamped for data analysis.

During the interviews and focus group an attempt was made to follow the language of the script as closely as possible. First, a self-introduction, and then a reminder of the purpose of the study, that all data collected are confidential, and that the interviewee and focus group participants are recorded. If participants needed to think about their response the appropriate time was given, and at no time was there an attempt to bias the responses. Further probing took place when needed, by asking questions such as: Could you please elaborate? Could you explain further? What do you mean exactly? – or by repeating the participants' responses back to them in order for them to hear what they were saying and comment on it.

In all cases, participant anonymity was completely assured and the records were kept private. All records were stored securely and in the event of publication there will not be any information that allows identification of the participants. Participation in this study was voluntary at all times during the interviews and focus group. The benefit of participation in this study is the contribution to the knowledge of the outcomes of offering the IBDP for the school and the students.

Data analysis strategies. The main goal of data analysis is the reduction and synthesis of the collected data. A determination of what methods of data analysis is understood and credible to the targeted audiences is needed (Creswell, 2014). Thomas (2006) refers to inductive analysis as one that, "primarily use detailed readings of raw data to derive concepts, themes, or a model through interpretations made from the raw data by an evaluator or researcher" (p. 237). "It allows researchers to understand social reality in a subjective but scientific manner," state Zhang and Wildemuth (2009, p. 1). Inductive analysis was used in this study to assure that the purpose of

this study was addressed.

In qualitative research, the data analysis is inductive and comparative with the aim of developing common themes or patterns that are found in the gathered data (Merriam, 2009). In this study, data from the interviews, focus group and the documents are analyzed for common themes or patterns that emerge during the data collection and not only after data collection. Relationships between the themes are examined to be able to consolidate from the general to the particular. This allows for a categorizing of the data and arranging them into findings in order "to convey a holistic understanding of the case" (Merriam, 2009, p. 204).

The document analysis was accomplished by looking back at the literature review as well as reading through the IBO official website multiple times, to identify the outcomes that were relevant to this study. The interviews and the focus group were recorded cleanly using digital technology. The interview and focus group recordings were continuously time-stamped. The time stamps are placed where the exchanges were particularly nuanced and insightful. This allowed for the removal of any data clutter and provided an opportunity for the review of relevant exchanges in a timely manner to become more familiar with the data. Interesting and relevant quotes were transcribed for later use. Notes were taken of any impressions from the participants throughout the interviews and focus group.

Since the interviews and focus group were conducted by the researcher, abridged transcripts were made of all recordings that include all the relevant portions of the interviews and focus group (Creswell, 2014). These recordings were listened to twice to ascertain that all relevant comments were heard and recorded physically with a time-stamp; this guaranteed that the recordings could be re-listened to. A basic coding scheme in which the frequency of specific words of interest was counted. Furthermore, the coding scheme included looking for common themes and basic patterns to emerge from the data.

The data collected from the multiple stakeholders and methods of data collection were triangulated. A basic manual system of coding ensued. The time stamped data from one interview or focus group was then collated with time stamped data from other interviews, for example, which were related to the same theme, as the themes emerged. Triangulation includes the data collected from the interviews and focus group as well as any documents including the literature, IBO public relations documents, websites and reports both internal and external to the IBO. Triangulation helped to increase the credibility of this study by investigating the problem from the above mentioned multiple perspectives and methods of data collection. Data were rearranged if needed when new categories emerged as data was revised (Creswell, 2014). Looking for consistent data is not essential as, according to Patton (2002), finding consistent data is a misconception and inconsistencies in the data are an opportunity to uncover deeper meaning. Patton (1999) says that, "Finding such inconsistencies ought not be viewed as weakening the credibility of results, but rather as offering opportunities for deeper insight into the relationship between inquiry approach and the phenomenon under study" (p. 1193).

Finally, checking back with participants ensured that correct interpretations of the data were made and added to the credibility of the study once themes emerged, to confirm with the participants the accuracy of those themes (Creswell, 2014).

Summary

The purpose of this study is to determine the intended and unintended outcomes of offering the IBDP at an international school in Egypt both for the school and the students. An interpretive approach is used for this study as the relevant knowledge is constructed through the worldviews of various stakeholders. Case study methodology is selected in order to obtain an in-depth understanding of a single international school in Egypt. A component of this case study is a tracer study. The methods selected for this study are interviews, focus groups and document analysis. Triangulation of the data gathered from all three methods as well as all the stakeholder

perspectives adds credibility to this study, in addition to other strategies such as checking back with participants and sharing the researcher's value premises. Although a limitation of this study is that it is a single case study, thus only an understanding of this particular school in this particular context results, the uniqueness of this international school and its context offer much to learn from. It is important to note that this school shares many characteristics with other international schools. An in-depth case study of this school may provide valuable insights and understandings of the outcomes of offering the IBDP for both the students and the school.

Chapter Four: Findings

The research findings are presented in this chapter beginning first with the demographic data and then organized by research question. Within each research question, the findings are further organized according to the data collection method: document analysis, interviews, and focus group. Finally, the matriculation data of the tracer study are presented.

Methodology

This is an exploratory qualitative case study of Cairo American College (CAC), an international school in Egypt. This study took place in the school's natural setting, used multiple sources for data collection and analysis, and involved the researcher in the process. As Yin (2014) states, an exploratory case study is used "to enlighten those situations in which the intervention being evaluated has no clear, single set of outcomes" (p. 19). In other words, the outcomes of this study were not known ahead of time and are being investigated through multiple sources of data. Another component of this study was a tracer study, in which in-depth semi-structured interviews were conducted with two groups of alumni who participated in the IBDP at CAC. Furthermore, matriculation data for the CAC graduates of 2012 and 2013 were obtained and compared to the data for non-IBDP participants.

Methods

This study included document analysis, interviews, and a focus group. The document analysis included an analysis of the literature, IBO public relations documents, websites, and reports both internal and external to the IBO, none of which produced exclusively for the purpose of this research. Twenty-two semi-structured interviews were conducted with administrators, students, and alumni. One focus group was conducted with the teacher group. A purposive sampling of groups of administrators, teachers, students, and alumni was used for this study.

From those groups, the teachers, students, and alumni who established contact first were selected as participants.

Analysis

In qualitative research, the data analysis is inductive and comparative with the aim of developing common themes or patterns that are found in the gathered data (Merriam, 2009). The data from the document analysis, interviews and focus group are analyzed for common themes and patterns that emerged throughout and after the data collection, in order to address the research questions of this study.

The four research questions that the study aimed to address are: (1) What are the intended outcomes of offering the IBDP at CAC? (2) What are the unintended outcomes of offering the IBDP at CAC? (3) Does a diverse student body contribute to the achievement of IBO goals? If so, how? (4) In what ways does student participation in the IBDP lead to engagement with a diverse local community?

Each stakeholder group was found to have a unique perspective related to their role at the school, with frequent overlap between groups. A board member, the superintendent, the high school principal and the IB coordinator were interviewed as part of the administrator group. This group had unique perspectives about the IBDP at CAC, mostly related to the positions they held at the school. Their views were the most similar to those of the IBO itself and how the IBO markets the IBDP. In general, the teachers were the most critical stakeholders group of the IBDP at CAC. The students were interviewed right before their IBDP exams which may have resulted in a skewed stress level response in the interviews. Two groups of alumni were interviewed as part of the tracer study: Five alumni graduated from CAC between 2008-2010 and the other five alumni graduated between 2012-2013. The alumni shed some light on how participating in the IBDP affected them once in university, and in addition for the former group, once employed.

Demographic Information

As summarized in Table 4, three out of the four administrators are American, and except for the non-American, are monolingual. All teacher participants had a minimum of 15 years of experience and some graduate level education. They taught different disciplines including math, physics, languages and social studies. The students interviewed were quite diverse in terms of their nationalities. It is important to note that there is an asymmetry between the students and faculty with respect to nationalities. The students are much more diverse in their nationalities while the teachers are mostly North American. In addition, it is important to note that only three of the students had been enrolled at CAC for three years or less, while the others had been enrolled for a minimum of six years. Furthermore, it is important to note that of the ten alumni interviewed seven were Egyptian, one Egyptian/American, one Dutch, and one Italian. The diversity of the alumni interviewed was restricted due to the difficulty of contacting many who were no longer in Egypt. All students and alumni interviewed are at least bilingual while only some of the teachers and administrators are, adding to the asymmetry between students and faculty (see Tables 4, 5, 6, and 7).

Table 4

Demographic information on administrators

Participant	Nationality	Languages spoken	International schools employed at (years employed)
Administrator 1	USA	English	International School in Manila (6) Hokkaido International School (10) International School of Dakar (5) Cairo American College (2)
Administrator 2	Dutch	English Dutch	Cairo American College (1)
Administrator 3	USA	English	Cairo American College (10)
Administrator 4	USA	English	Lincoln school in Buenos Aires (4) Shanghai American School (4) American Embassy School New Delhi (4) Collegio Americano de Quito (3) Cairo American College (3)

Table 5

Demographic information on teachers

Participant	Nationality (ies)	Languages spoken	Number of years employed at CAC
Teacher 1	USA/French	English	21
Teacher 2	USA	English Spanish	5
Teacher 3	Netherlands	English French	6
Teacher 4	Egypt	English Arabic	10
Teacher 5	USA	English	19
Teacher 6	USA	English	18

Table 6

Demographic information on students

Participant	Nationality (ies)	Languages spoken	International school(s) (years of attendance)
Student 1	India	Bengali English Hindi	Cairo American College (2)
Student 2	Dutch	English Dutch	Cairo American College (2) International School of Bangkok (4) Windhoek International School, Namibia (2)
Student 3	Italian/ Brazilian	Portuguese English	Cairo American College (3) Luanda International School (3) International School of Kuala Lampur (1)
Student 4	Dutch	Dutch English Some French	Cairo American College (6) International Cooperative School of Tunis (2) Anglo American School of Moscow (4) Dubai American Academy (1)
Student 5	Egyptian	Arabic English	Cairo American College (6)
Student 6	Egyptian	English Arabic Some French	Cairo American College (6)
Student 7	Egyptian	English Arabic Some Spanish	Cairo American College (7)
Student 8	Moroccan/ Italian	English Italian	Cairo American College (11)

Table 7

Demographic information on alumni

Participant	Nationality (ies)	Languages spoken	Number of years attending CAC
Alumnus 1	Egyptian	Arabic English	3
Alumnus 2	Italian	Italian English	9
Alumnus 3	Egyptian	Arabic English	5
Alumnus 4	Egyptian	Arabic English	13
Alumnus 5	Dutch	Dutch English	4
Alumnus 6	Egyptian	English Arabic	7
Alumnus 7	Italian/ Egyptian	Arabic English Italian	4
Alumnus 8	Egyptian	English Arabic	7
Alumnus 9	Egyptian	English Arabic	6
Alumnus 10	Egyptian/ USA	English Arabic	4

First Research Question

What are the intended outcomes of offering the IBDP at CAC?

Document analysis. According to the literature, the intended outcomes of participating in the IBDP are both pragmatic and idealistic (Billig & Good, 2013; Hill, 2012; Roberts, 2009) in nature. The stated pragmatic outcomes for the students are earning an internationally recognized diploma that allows them global mobility, acceptance into leading universities worldwide, and being well prepared for university (IBO, 2013f). In addition, other pragmatic outcomes are becoming a lifelong learner (IBO, 2013d), developing social intelligence (IBO, 2013d), becoming critical thinkers, developing writing and research skills, as well as developing a breadth and depth of knowledge from being exposed to a variety of courses (IBO, 2013f).

The development of an intercultural awareness and an international mindedness that lead to global citizenship is an idealistic outcome (IBO, 2006, 2012, 2013f, 2013e). Another idealistic outcome is the students gaining an awareness of their own personal assumptions and becoming aware of the nature of knowledge through participating in the TOK course. Finally, the last intended outcome for the students is their engagement with the local community which is one of the CAS aims (IBO, 2013f). The sole intended outcome for the school is the branding of the school. A comprehensive section on how to brand your school as an IB school is available online (IBO, 2013a).

Tables 8 and 9 show a summary of the intended outcomes articulated in the literature, both commissioned by the IBO and written independently of the IBO, showing how they all relate to this study. The outcomes articulated in the literature are not all stated as outcomes of offering the IBDP at CAC by the stakeholders in this study.

Table 8

Idealistic intended outcomes obtained from document analysis

Idealistic intended outcomes articulated in IBO publications and IB commissioned literature	**Related terms used in this study**	**Terms from independent (non-IBO) literature**
International mindedness (Castro, Lundgren & Woodin, 2013; Coca et. al, 2012; IBO, 2006, 2012, 2013f, 2013e)	International mindedness	International mindedness (Hill 2002, 2007; Mercer, 2008; Muller, 2012; Roberts 2009)
Intercultural understanding and respect (IBO, 2013f, 2013d)		Intercultural understanding (Perry & Southwell, 2011) and awareness (Drake, 2004)
Study at least two languages and increase understanding of cultures, including their own (IBO, 2013f)		Knowledge of other cultures (Siskin & Weinstein, 2008) and international understanding (Doherty, 2009; Tarc, 2009)
		Social responsibility (Fox, 1985; Roberts, 2009) and responsible behavior (Chmelynski, 2005)
	Global citizen	Global citizen (Brunold-Conesa, 2011; Bunnell, 2011b; Culross & Tarver, 2011; Davy, 2011; Doherty, 2009; Hayden & Wong, 1997; Powell, 2006; Van Oord, 2007; Walters, 2007)
Examine assumptions, behaviors and conceptual understanding from different perspectives (IBO, 2013e)	Worldview	
Involve school/local community	Local engagement	Interaction with local communities and cultures (Perry & Southwell, 2011)
Unique learning opportunity (Walker, 2007) helps students live the IB Learner Profile and develop self-determination, collaboration, and accomplishment (IBO, 2012f)		
Personal and social development outcomes (Billig and Good, 2013)		Positive experience of working with elders (Brown & Oshako, 2003)
Lifelong learners (IBO, 2013d)	How students learn/study	Lifelong learners (Bullock, 2011b; Cambridge, 2010; Hare, 2010)
Holistic education (Hare, 2009)	Whole child	Whole child (Chmelynski, 2005; Shaunessy & Suldo, 2009)

Table 9

Pragmatic intended outcomes obtained from document analysis

Pragmatic intended outcomes articulated in IBO publications and IB commissioned literature	**Related terms used in this study**	**Terms from independent (non-IBO) literature**
Social intelligence (IBO 2013e)	Social skills	
Critical-thinking and reflective skills (Cole, Gannon, Ullman, & Rooney, 2014; IBO, 2013f)	Critical thinking	Critical thinking (Culross & Tarver, 2011; Rick, 2013; Siskin & Weinstein, 2008)
Breadth and depth of knowledge and understanding, exposure to different courses (IBO, 2013f)	Exposure to a range of subjects	
College preparation (Halic, 2013; IBO, 2013f; Lee et al., 2014; Saavedra, Lavore, & Flores, 2013)	Better preparation for college	College preparation (Duevel, 1999)
Globally recognized university entrance qualification (IBO, 2006, 2013f)	Ease the transfer of students due to international recognition	Transferable between member schools due to international recognition, common standards for grading, an advanced level exam (Brunold-Conesa, 2011; Bunnell, 2011a; Cambridge, 2010; Hallinger, Lee, & Walker, 2011; Hill, 2006b; O'Connor, 2011; Resnik, 2012)
Research and writing skills, intellectual discovery and creativity, strong power of oral expression (Aulls & Lemay, 2013; Aulls & Peláez, 2013; IBO, 2007, 2013f; Inkelas et al., 2013)	EE aims includes writing skills	Writing skills (Culross & Tarver, 2011; Duevel, 1999; Rick, 2013; Wray, 2013)
Connect across traditional academic disciplines and explore the nature of knowledge Awareness of personal and ideological assumptions Appreciate diversity and richness of cultural perspectives (Cole, Gannon, Ullman, & Rooney, 2014; IBO, 2013f)	Making connections between courses Questioning knowledge and assumptions	
Branding (IBO, 2013a)	Branding for the school	Branding & attracting students (Bunnell, 2011b; Doherty, 2012; Hallinger, Lee & Walker, 2011)

Interview analysis. Four administrators, eight students, and ten alumni were interviewed.

Administrators. The previously stated pragmatic outcomes are discussed first. All of the administrators described the IBDP as a rigorous and challenging program that they believe prepares students well for university, both academically and personally. The administrators shared an important insight that the IBDP is highly regarded by universities, which allows students to enhance their chances of being accepted at their university of choice thus fulfilling a part of CAC's mission. An administrator stated that,

> It is a rigorous program, it's externally assessed, so there is a kind of an objectivity in the results that you get which kind of reflect on the school... it is a really highly regarded and well accepted diploma for kids to move on to the university of their choice which is in our mission... it attracts a different group than if you were just to offer an American diploma…more international or more European students.

The administrators gave mixed estimates of the value of the EE. One administrator articulated that the EE is a valuable experience for developing writing skills while others stated that the English courses offered at CAC help develop those required skills anyway, and yet another administrator contradicted the first stating that the EE has no added value. The TOK component was perceived to be the best of the three core components by most of the administrators as it exposes students to different perspectives, opens their minds, and helps them make connections between their courses. One administrator claimed that the TOK offers longer lasting learning.

Next, the previously stated idealistic outcomes are discussed. All of the administrators expressed their opinions that most of the idealistic outcomes were not exclusive to the IBDP at CAC and had a difficult time attributing the development of international mindedness, global citizenship, or local citizenship to the IBDP specifically, excluding the rest of the CAC

curriculum or the effect of having an international student body. However, when asked specifically about students' engagement with their local communities all the administrators indicated that CAS was a vehicle by which the students might achieve engagement with their local communities. An administrator claimed that the IBO does not require that students engage with their local communities stating that,

> … it doesn't say they [CAS activities] have to take place right outside your school door. That could take place during the summer, in Switzerland, at clarinet camp, at Montana wrestling camp, the things that kids can do for those requirements don't have to happen in your local community. I don't believe that the IB necessarily supports that and I don't think they dictate or demand that. I hope that the school facilitates satisfying your CAS requirements in a way that exposes you to your local culture, [which] builds a bridge between your school and the neighborhood around it. That's up to the school as to how they facilitate students' CAS work.

The Learner Profile traits correspond with the CAC high school core values, according to some of the administration who were asked directly about the Learner Profile traits, and teachers are expected to address them in their teaching. However, in reality, student exposure to them is subtle and it is ultimately up to the individual teacher as to how much they are integrated into their teaching.

Most of the administrators also shared that offering the IBDP at CAC helps attract students, particularly European students, and thus helps with the school's market share in the community. Attracting students is a result of the branding that occurs due to offering the IBDP.

Students. The students stated that participating in the IBDP prepares them well for college, makes them more well-rounded and an independent learner, helps college applications, develops a work ethic, exposes students to a range of subjects, and gives them a product to be

proud of: their CAS and EE. The students indicated that they would like to see a broader selection of IBDP courses offered, in order not to limit their course choices.

Only a few students discussed the value of the EE, CAS, and TOK. Contrary to the teacher and administrator mixed opinions, all of the students felt that the EE helped them with their writing and research skills. Some of the students interviewed said that they had written their EE on a topic that they were not studying and so it was a beneficial learning experience for them. Most of the students articulated that TOK helped them develop a different mindset, become more of an independent thinker, or question what they learned. Some of the students stated that TOK also helped them to see connections between their courses, all of which match with the IBO's stated outcomes for TOK. However, one student felt that the benefits of participating in the IBDP were limited to the academic courses themselves.

As for the idealistic outcomes, all of the students commented that the Learner Profile traits are exhibited on the school walls or mentioned at times by some teachers, but that they do not know them all. One student said that a few of the traits are indirectly negatively addressed. Examples of this, according to that student, are the rigor of the IBDP coursework which forces students to look for shortcuts that makes them less principled as well as students being too busy and stressed to be a risk-taker. The student did however commend CAC for encouraging students to be *balanced* (a Learner Profile trait) by offering opportunities for students to participate in many different activities along with their academics.

The majority of the students felt that offering the IBDP enhanced the school's reputation due to it being a prestigious and internationally recognized branded program.

Alumni. All the 2012-2013 CAC graduates completely endorsed participating in the IBDP as they felt it prepared them well for university and that they were at an advantage, compared to their non-IBDP peers, in their first year at university due to participating in the IBDP. Some of the alumni emphasized that it was especially important for European universities

and may not be as advantageous at US universities. The majority of the alumni articulated that the IBDP was a challenging program for them in terms of time management, and that the English courses helped them with their writing skills.

Similarly, the 2008-2010 CAC graduates agreed that university preparation, time management and writing skills are outcomes of offering the IBDP. In addition to the benefits the 2012-2013 graduates articulated, most of the 2008-2010 graduates stated that participating in the IBDP was a great learning experience. One alumnus articulated how the whole program rather than a specific class was responsible for the benefits of participating in the IBDP and that the fact that it was a two-year program also helped. The alumni agreed with the teachers that they felt the exposure to different courses made it a well-rounded program. However, one alumnus felt that the benefits of participating in the IBDP were limited to the academic courses themselves. A 2013 alumnus said, "I think that the benefits of the IB really stop at the academics." Furthermore, some of the alumni indicated that they would like to see a broader selection of IBDP courses offered, in order not to limit their choices, in agreement with the students' responses.

All of the alumni, with the exception of one alumnus who did not obtain a good score, articulated that participating in the IBDP had helped them in college admissions, but did not influence which college they applied to other than possibly helping them to choose a field of study or specific courses in which they were interested.

All of the alumni, except for one, reported that the EE was beneficial for learning writing and research skills which helped them at university. The one alumnus, who was the exception, stated that those skills were learned in English class anyway. Similarly to the students, an alumnus interviewed said that she had written her EE on a topic that was not one of her courses so it was a beneficial learning experience for her.

Most of the 2012-2013 CAC graduates reported that CAS was a good idea in theory but not taken seriously by the students as some could just go through the motions of completing CAS.

The others reported that CAS was not beneficial at all, in their opinions. Some of the 2008-2010 CAC graduates said that it motivated them to try an activity that they would not have participated in otherwise. Some of both groups of alumni agreed that CAS was not exclusive to the IBDP as they were already involved in CAS-like activities.

Both groups of alumni agreed that the outcomes of the TOK course are teacher dependent. Alumni had a distinct memory of their TOK class and divergent reactions to their experience due to the teacher. Most of the 2012-2013 CAC graduates thought the course was interesting, but not helpful at university. The 2008-2010 CAC graduates had contrasting reactions to TOK; three students really loved the course and two did not like it at all. A 2010 alumnus stated that, "I loved it [TOK course] after I got out of it, but I hated it while I was in it." Some of the alumni agreed that it might have affected them more on a personal level in the way they approached life, but less so academically. One alumnus felt that TOK-type discussions occurred in all classes due to having diverse students with different perspectives, and another said that it helped her academically.

Focus group analysis. There were six participants in the teacher focus group. A pragmatic benefit of participating in the IBDP for the students is being admitted to universities in the UK, according to the teachers. At the American University in Cairo students are guaranteed admission if they pass the IBDP. The teachers believe that through participating in the IBDP, students are exposed to courses they would otherwise not take and that there are clear goals that prepare students well for university. The IBDP also encourages independent learning, reasoning, and organization skills according to the teachers. One teacher who was also a parent and critical of the IBDP, asserted:

> I think you can with the right focus and the right awareness in your own life…address the vast majority of what the IB is trying to externally get you to focus on…and I didn't think

> she [daughter] needed the extra stress and she wanted to be wide open with her options and the IB is in direct opposition to that… and no benefit as she's not going to the UK.

Teachers felt that the EE prepares students for writing and research at a university, but were skeptical of the outcomes at times, and thought that the outcomes also depended somewhat on the student. In addition, each teacher had their own interpretations of the curriculum and how to implement it, which indicates that the specific course outcomes are teacher dependent. The teachers agreed with the administrators that the TOK was the critical core component, but that the outcomes were teacher dependent, in consensus with the alumni. In addition, the outcomes are dependent on how a specific teacher integrates TOK into their courses and how the subject being taught lends itself to integrating other aims of the IBDP.

A teacher stated that, "there isn't a day that goes by that I don't incorporate elements of TOK in my physics and mathematics classes," and another teacher said that in his classes, "I would have to say that whatever it is I do to affect this I don't think it's because of IB – I think I would do it in all of my classes whether they were IB or not," thus not exclusive to the IBDP. Similarly, the implementation of the CAS component seemed to be influenced by the teacher involved, according to the teachers.

As for the idealistic outcomes, the teachers felt that how much emphasis is put on the Learner Profile traits was teacher dependent. One teacher stated that the topics in their subject (such as mathematics) were somewhat arbitrary even though the IBO seems to be making a conscious effort to modernize the program to bring it in line with the Learner Profile traits. Due to the lower enrollment at CAC, some classes were combined to include groups of students in different programs and at different levels. The teachers were critical of teaching two programs (AP and IBDP) in one class at CAC, as it is difficult to do justice to either one. In addition, they

were concerned with the assessment driven focus that allows students to do well on the exams without having assimilated the desired traits.

The only school-wide advantage articulated by the teachers was the financial benefit of attracting more students, thus increasing enrollment, which can also be attributed to the branding of the IBDP.

Second Research Question

What are the unintended outcomes of offering the IBDP at CAC?

Document analysis. Few unintended outcomes are listed in the IBO published documents. For the students, one unintended positive outcome is time management as listed in one recent IBO commissioned report (Coca et al., 2012), which may result partly from how stressful participating in the IBDP is for the students. A second positive outcome for the students is earning college credit (Bunnell, 2011b; Culross & Tarver, 2011; Duevel, 1999). In addition, another unintended outcome of participation in the IBDP is the production of an elite group of IBDP graduates. Other unintended outcomes for the school are credibility of the program and thus the school, based on the externally assessed exams and the moderated internal assessments (Bunnell, 2011b) as well as improved teaching quality due to the training required for teaching the IBDP (Barnett, 2013; O'Connor, 2011; Mayer, 2010). Table 10 summarizes the unintended outcomes articulated in the literature.

Table 10

Unintended outcomes obtained from document analysis

Expected outcomes articulated in IBO publications and IB commissioned literature	Related terms used in this study	Terms from independent (non-IBO) literature
	College credit	College credit (Bunnell, 2011b; Culross & Tarver, 2011)
Time management (Coca et.al, 2012)	Time management	
	Credibility for the school due to the external assessment	External assessment which provides accountability (Bunnell, 2011b, O'Connor, 2011; Resnik, 2012)
Teacher professional development (Barnett, 2013)	Training for teachers	Professional development for teachers (O'Connor, 2011; Mayer, 2010)
	Stress	Stress (Culross & Tarver, 2011; Doherty, Mu, & Shield, 2009)
	Elitist	Elite (Bunnell, 2008, 2009, 2010; Doherty, 2009, 2012; Resnik, 2012)

Interview analysis.

Administrators. The fact that the IBDP is an externally assessed program was viewed positively by the administration. The external assessment lends credibility to the program and is a means of assessing the school's performance, thus affecting its image. According to an administrator, another unintended consequence of offering the IBDP is that it raises the bar for the entire high school curriculum as the students must be prepared for the IBDP if they choose to participate in it. She acknowledged that the IBDP, "has helped to inform our curriculum in grades nine and ten to be sure that kids are ready in grades 11and 12." The hard work required by the IBDP workload helps students learn to manage their time and deal with stress, and sometimes allows students to earn college credits.

According to another administrator, offering the IBDP affects the hiring process as teachers who are IBDP trained and experienced are preferred. The professional development training offered by the IBDP is expected to benefit the school beyond the specific teacher's

classroom. An administrator states: "…teachers are engaged in a certain amount of professional development based on the IB philosophy based around the Learner Profile and you have to think that that has benefits beyond the IB classroom." However, the school is sometimes criticized for hiring teachers whose expertise is specific to IBDP and who do not excel at teaching the lower grades in high school, or non-IBDP classes.

Students. The pragmatic outcomes of participating in the IBDP according to the majority of the students are that it helps them mainly in organization and time management. The students articulated that participating in the IBDP was a stressful experience at CAC partly due to having to adapt the IBDP to fit into their American Diploma curriculum calendar and grades. The students stated that participation in the IBDP sometimes offers them the opportunity to earn college credits, which saves time and money for them in university.

None of the students felt that the IBDP was an obstacle to interacting with non-IBDP peers socially. If at all, it separated them only academically. On the contrary, the students stated that CAC strives to promote positive student interaction with one another and that it is a place where the IBDP participants are not isolated from their non-IBDP peers, thus not encouraging an elitist environment for the IBDP participants.

For the school, some of the students felt that offering the IBDP added value to the school as it forced the school to offer certain programs/courses and hire capable IBDP trained teachers.

Alumni. Some of the alumni also echoed the students' feeling that participating in the IBDP was a stressful experience at CAC due to having to adapt the IBDP to fit into their American Diploma curriculum calendar and grades. The 2008-2010 CAC graduates focused more on the opportunity to earn college credits due to participation in the IBDP, than the more recently graduated 2012-2013 group.

Regarding being elite, a 2008 CAC graduate reports that, "Definitely a feeling of we're better than you – especially at AUC [American University in Cairo] – because we are!" The

recent alumni all felt a certain *elitism* for having gone through a rigorous program that others recognize as such. A 2013 CAC graduate states:

> I feel that [elite] because people make you feel that… this myth about how challenging the IB is spread…especially when you mention your final score… I feel like people see it as this impossible thing that only a few people overcome. It is challenging but it is not the end of the world… you feel like a survivor.

Some of the alumni agreed that they did not feel better or smarter, just that they had worked harder, rather than a social elitism. According to another alumnus: "I don't feel like I'm smarter, I feel like I worked harder and earned what I got." And yet another 2008 CAC graduate states that she feels elite because "…we are, we've been drilled more, we've seen more, we've worked harder, we've been through so much…the first year [of university] is definitely a joke, after that it's not - it's definitely challenging but we handle it, we've got it." Again, the reference to how hard they have worked to earn their diploma.

Some of the alumni felt that being elite was also part of the external recognition of the IBDP package. One student reports that they are taught to think that they are a completely different category of students. The older group of alumni also felt that there was a certain standard to having completed the IBDP. Some retain it on their resumes and report that it has allowed them to connect with others who had completed the IBDP or other rigorous programs. A 2008 CAC graduate reports that, "Till this day I have it on my CV that I took IB Diploma… some people even after graduating from university still write it on their CV." However, a student who graduated from an Ivy League school maintained that her university alumnus status trumps her IBDP alumnus status.

Focus group analysis. Similar to both the students and alumni, the teachers also felt that participating in the IBDP was a stressful experience at CAC due to having to adapt the IBDP to fit into their American Diploma curriculum calendar and grades as well as it being an assessment

driven program. One teacher said that, "the most palpable effect on students is severely elevated stress levels... more stressful now than it has ever been before."

In consensus with the administration, the teachers stated that the rigor of the IBDP, "…trickles down as well to other classes kind of in preparation for getting them to think like that a little a bit… for IB."

Third Research Question

Does a diverse student body contribute to the achievement of IBO goals? If so how?

Document analysis. The IBO documents do not mandate a specific type of student body in order to achieve their stated outcomes. However, Allport's social contact theory, one of the theoretical frameworks used in this study, states that contact with diverse others minimizes prejudice and discrimination. In Hayden and Thompson's (1995a, 1995b, 1998) research, they find that diversity is a critical factor for obtaining an *international education*.

Interview analysis.

Administrators. The unique diversity in the student body at CAC is perceived to be more influential in the development of global citizenship by all of the administration, than participation in the IBDP. An administrator stated that, "I think our school experience as a truly international school provides a richer tapestry on which that [global citizenship] can be played out." The interaction between the diverse students on a social level or when on a sports team for example, affects their global citizenship more than a specific program does. Another administrator said that, "I don't know that I would say the IB program prepares them for global citizenship if I'm really honest - I think international schools do - I think the fact that many international schools offer the IB - it's difficult to separate the two." Thus, the administrators believe that the diverse student body of an international school such as CAC has more to do with developing a sense of global citizenship than does participating in the IBDP.

One administrator seems to feel that attending a diverse school while participating in the IBDP results in different outcomes than attending at a non-diverse school. This administrator stated:

> In principal, the IB does prepare you - especially at a school like CAC that has a diverse population. I don't know if you go to a school that would be mono-cultural…again doing the IB in an environment like that [diverse] will definitely bring that out…but again it will depend [on] how the IB is taught and what is done with the diversity of the student body… I think it does [help develop global citizenship].

The IBDP curriculum addresses global citizenship in some courses as well as in their language requirements, state the administrators.

Students. Overwhelmingly, the students felt that the internationally diverse student body of CAC is the main factor that helped them develop international mindedness and become more of a global citizen, more so than participating in the IBDP itself, if only by having discussions with students from different cultures in and outside of class. A student said: "I think – in IB too – but I think it's a whole CAC thing… not just confined to IB - everybody is internationally minded." Some students articulated how participating in the IBDP unites students from all over the world, mostly as a support group. To that effect, a student stated that, "Sharing the pain with many other students around the world would help connect you…besides that I really don't think there's a global aspect to it." Some students stated that some of the IBDP courses encouraged them to think about current events in the world, such as economics, history, and TOK, but most asserted that being internationally minded had nothing to do with participating in the IBDP.

Alumni. Both groups of alumni agreed that it was a combination of the school, of which the diverse student body is a part of, and participating in the IBDP, that helped develop their wider worldview. A 2008 CAC graduate stated:

> When I compare to the other Egyptian students [at university] who had only been with Egyptian students [at school] their mindset was not the same. They tended to stick with Egyptian students only. They weren't very open with meeting students from all over the world.

However, a 2012 CAC graduate shared that even though the student body was diverse they were also all the same due to their common schooling and program. She states that, "There are so many different nationalities and stuff but later on it felt more like everyone is sort of the same. We've all gone through the international school system."

Both groups of alumni seemed to feel that some of the IBDP courses helped them develop a wider worldview. A few of the courses listed by the alumni were TOK, geography, history, other languages, and economics. To that effect, a 2010 graduate stated that, "There is no absolutes. There is no right or wrong. Like I wouldn't have taken a class called *Modern Israel* before taking TOK because of the whole stigma around Judaism in this country (sic)." Hence, choosing a course that he found interesting in spite of it not being mainstream could be attributable to his participation in TOK.

Focus group analysis. The teachers spoke about widening the students worldviews through specific courses: English widens their worldview as they look at literature from different perspectives; history helps them learn to challenge the status quo, think objectively, relate to current events; and the language courses help them learn to be empathetic and exposes them to learning about different cultures. One third of the teachers claimed that diverse classes helped them succeed in having productive discussions. One teacher was skeptical of attributing developing a wider worldview to participating in the IBDP alone.

Fourth Research Question

In what ways does student participation in the IBDP lead to engagement with a diverse local community?

Document analysis. The references to engaging with the local diversity are mainly found in the IBO publicized CAS aims. Otherwise, some reports commissioned by the IBO list the personal and social development outcomes (Billig and Good, 2013) as well as how participating in the CAS is a unique learning experience (Walker, 2007). In the literature independent of the IBDP, some positive outcomes are reported as a result of working with the local community (Brown & Ohsako, 2003; Perry & Southwell, 2011).

Interview analysis. Any engagement with local diversity is perceived to occur through the CAS component of the IBDP, by all stakeholders.

Administrators. According to an administrator engaging with the community is a "mindful choice on our part as opposed to something that is mandated by the IB. But I think that's a huge deficiency here [at CAC] - our kids have not a clue of what the real Egypt is like." In other words, the students attend school in Egypt but are not in Egypt in reality.

Local community engagement occurs mostly through CAS but it depends on the project chosen by the student, as the IBO does not dictate that CAS must involve engagement with the local community. An administrator stated: "The IB doesn't dictate that. The IB dictates creativity, action, and service but those things can take place – it doesn't say they have to take place right outside your school door." Due to the volatile political situation in Egypt during the last couple of years and recent mandatory security regulations that companies impose on the expatriate student families, the administrators believed that there was a lack of local engagement at CAC, but either way it is difficult to extricate whether local engagement is a result of the IBDP or CAC curriculum.

The CAS component was not perceived to be of value as CAC already has a longstanding community service program and thus the CAS activities are not exclusive to IBDP. Either way students seem to lack a connection with what is outside the walls of the school. According to an administrator, "not as many students as we'd like to see stretching themselves beyond the walls of the school" and "I can't say *curricularly* that we have a place that we can guarantee that every IBDP student is connecting locally." Some view CAS as a motivator but that the students should already be motivated for CAS-like activities before participating in the IBDP.

Students. Engagement with the local community is encouraged through CAS but was definitely not exclusive to the IBDP. Specifically for CAS, some of the students articulated how they already participated in CAS-like activities and that it was not exclusive to the IBDP but more a function of attending CAC. A different school, that does not offer such a program to all of its students, may achieve a greater impact on its students by offering CAS through the IBDP.

Specifically, the reflections that students are required to write for CAS enrich the experience, but it really depends on the choice of project the students undertake. A student said "IB had nothing to do with local citizenship." Another student said that the "service aspect of it [CAS] probably inspired some people to go work at local orphanages or for local causes but other than that there's no real incentive to go out and connect with the locals in that sense." Thus, the outcomes of CAS are student and project dependent.

One student stated that CAS helped them learn some social and organizational skills attributable to projects with which these students were involved. Some students revealed that CAS forced them to stay active which made them well rounded as an individual. Some students shared that CAS helps them learn to work with others and become engaged in global issues.

One student said that TOK inspired her to voice her opinion about a local issue thus engaging her locally. She said that the TOK course:

> pushes you to look outside....In my experience, when I first came to Egypt and we were doing everything about the [2011 Egyptian] revolution it got me thinking…pushing me to go out and speak about it....I wanted to become involved in the situation because of what I was experiencing in school. TOK actually inspired me to send a message to this BBC reporter about what was going on and the ethics of talking about all these foreigners' experiences when they really didn't have their own experiences in here.

Alumni. One alumnus articulated that CAS consisted of jumping through the necessary hoops and was a burden; while a couple others said that had it not been for CAS, they would not have been motivated to try or continue participating in an activity. Many others stated that the CAS did not add value to them as individuals as CAS-like activities were part of their lives anyway.

Both groups of alumni suggested that CAS was the vehicle of the IBDP by which students engaged with their community but highlighted that it was not exclusive to the IBDP. However, if a student did not otherwise participate in CAS-like activities participating in the IBDP did encourage their local engagement and give them a sense of confidence and independence about doing so. A 2008 CAC graduate commented about her participation on the water polo team: "Honestly, I wouldn't have motivated myself to do something like this on my own so the fact that CAS forced me to do this helped me." A 2010 CAC graduate stated, "I wouldn't have taken an internship at a place called Corporate Accountability International if it wasn't for the service aspect of IB." Corporate Accountability International is a non-profit organization that works to end irresponsible corporate actions and increase their accountability.

Conversely, a 2009 CAC graduate said that:

> CAC was great and I learned a lot but I wasn't living in Egypt when I was part of it. I think that the IB in terms of trying to get you outside in terms of its structure can

encourage some sort of community outreach but at the same time it's very demanding, which limits your time.

Both groups of alumni agreed that participating in the IBDP did not help them develop civic mindedness. The 2008-2010 CAC graduates revealed that their participation in the Model United Nations helped the development of their civic mindedness more than participating in the IBDP.

Focus group analysis. The teachers had no sense of whether the students were engaged with their local community or not and claimed that they did not know if the IBDP affected their engagement. The teachers perceive that the way the school implements the CAS program influences the student outcomes for that component of the IBDP, including their engagement with local diversity. They were critical of CAS, as they do not see tangible evidence of what students have accomplished, specifically recently since the revolution. They felt that the service component of CAS had disappeared possibly because of security concerns, but that the action and creativity components were still there.

Table 11 summarizes the major points in each of the stakeholders groups' responses.

Table 11

Summary of stakeholder responses to research questions

Research Question	Students	Teachers	Administrators	Alumni
What are the intended outcomes of offering the IBDP for the students and for the school?	Good college preparation Helps university admission Well-rounded Independent learner Exposure to a range of subjects Writing skills Work ethic Different mindset School reputation	Helps admission into European universities Independent learner Exposure to a range of subjects Writing skills Attracts students	Good college preparation Writing skills Opens students' minds Attracts students	Good college preparation Well-rounded Writing skills
What are the unintended outcomes of offering the IBDP for the students and for the school?	College credit Stressful experience Hire capable teachers Credibility due to external assessment Time management and organization	College credit Stressful experience Raises the bar for pre-IBDP curriculum	College credit Hire IBDP trained teachers Credibility due to external assessment Raises the bar for pre-IBDP curriculum	College credit Stressful experience Elitism
Does a diverse student body contribute to the achievement of IBO goals? If so how?	Diverse students interacting helps develop international mindedness and global citizenship more than the IBDP itself	Diverse classes offer the opportunity for class discussions that help in widening students' worldviews	Provides a richer tapestry for the development of global citizenship due to student interactions with diverse others	Diverse student interactions help widen worldview
In what ways does student participation in the IBDP lead to engagement with the diverse local community?	Encouraged through CAS Not exclusive to IBDP Depends on students' choice of project Does not ensure local engagement	Encouraged through CAS Not exclusive to IBDP Teachers are critical of it currently as see no tangible evidence	Encouraged through CAS Not exclusive to IBDP Depends on students' choice of project Not mandated by IBO	Encouraged through CAS Not exclusive to IBDP Depends on students' choice of project

Tracer study

The tracer study component has been incorporated partially into the prior analysis with the inclusion of the alumni interviews. Table 12 shows which universities the 2012-2013 IBDP graduates and 2012-2013 non-IBDP graduates from CAC are attending, constitutes the tracer study.

Table 12

CAC IBDP and non-IBDP graduates' of 2012-2013 matriculation data and world ranking of the universities attended (if available)

University	Class of 2012		Class of 2013		World Ranking
	IBDP	non-IBDP	IBDP	non-IBDP	
Alberta College of Art & Design (Canada)	1				x
American InterContinental University				1	x
American University of Beirut (Lebanon)		1		1	250
American University of Rome (Italy)				1	x
American University, Washington DC				1	471-480
Arizona State University				1	293
American University in Cairo (Egypt)	1	1		7	348
Ayla Aviation Academy (Jordan)		1			x
Bentley University			1	1	x
Boston University				1	79
Brigham Young University, Idaho				1	701
California Lutheran University		1			x
London Camberwell College of Arts (UK)		1			x
Carleton University (Canada)	1			1	501-550
Carnegie Mellon University (Qatar)				1	49
London Central St. Martins College of Art & Design (UK)			1		x
College of William & Mary		2	1		501-550
College of Wooster		1			x
Colorado College	1				x
Colorado School of Mines				1	x
Colorado State University		1			394
Concordia University (Canada)				2	481-490
Connecticut College	1				x
Cornish College of the Arts (UK)		1			x
Dalhousie University (Canada)				1	244
Davidson College				1	x
Delft University of Technology (Netherlands)		1	1		95

(table continues)

University	Class of 2012 IBDP	Class of 2012 non-IBDP	Class of 2013 IBDP	Class of 2013 non-IBDP	World Ranking
DePaul University				1	x
Dickinson College		1			x
Duquesne University		1			x
Fanshawe College (Canada)				1	x
Fordham University		1		1	701
George Mason University		1			601-650
George Washington University		1	1	1	327
Georgetown University School of Foreign Service				1	189
Gonzaga University		1		1	x
Goucher College				1	x
Heriot-Watt University (UK)	1				369
Herzing College, Georgia	1				x
Hult International Business School		1			x
Indiana University, Bloomington	1	2			240
Instituto Marangoni (Italy)				1	x
James Madison University		1			x
King's College London (UK)	1		1		19
Lake Forest College				1	x
Lancaster University (UK)			1		156
Les Roches School of Hotel Management (Switzerland)		1			x
Lewis & Clark College				1	219
Lillehammer University College (Norway)			1		x
Louisiana State University	1			1	501-550
Malmo University (Sweden)				1	x
Massachusetts Institute of Technology	1				1
McGill University (Canada)	2				21
Misr International University (Egypt)				1	x
Montana State University, Bozeman				1	x
MVJ College of Engineering (India)				1	x
Northeastern University		6		1	397
New York University			2		44
Ohio State University				1	113
Parsons School of Design		1		1	x
Penn State University, Abington		1	1		107
Penn State University, University Park				1	107
Purdue University	1		1		99
Queen's University (Canada)		1			189
Radford University		1			x
Regent's American College, London (UK)		1			x
Rhode Island School of Design				1	x
Richmond -The American International University in London (UK)				1	x
Rochester Institute of Technology (Dubai)		1			374
Roosevelt Academy (Netherlands)	2				x

(table continues)

University	Class of 2012 IBDP	Class of 2012 non-IBDP	Class of 2013 IBDP	Class of 2013 non-IBDP	World Ranking
Royal Veterinary College (UK)			1		x
Rutgers University, New Brunswick				1	255
St. Louis University	1				x
Stanford University				1	7
Swiss Hotel Management School (Switzerland)		1			x
Syracuse University				1	601-650
Temple University		1			551-600
Texas A&M University				1	153
Texas Christian University		1			x
Trinity Western University (Canada)				1	x
Tufts University				1	181
University of Massachusetts, Amherst				2	261
UniversityAbertay, Dundee (UK)		1		1	x
University of Brighton (UK)			1		x
University of Calgary (Canada)		1			214
University of California - Berkeley		1		1	25
University of California - Irvine				1	149
University of California – Los Angeles			1		40
University of Chichester (UK)				1	x
University of Cincinnati		1		1	461-470
University of Cincinnati, Blue Ash College				1	x
University of Colorado, Boulder				1	160
University of Durham (UK)	1				90
University of Exeter (UK)	1		1		168
University of Florida		1			179
University of Hawaii, Manoa				2	327
University of Houston				1	551-600
University of Illinois, Urbana-Champaign	1				56
University of Kansas		1			376
University of Kent (UK)			4		411-420
University of Lethbridge (Canada)		1			x
University of Miami		1			232
University of New York, New Paltz				1	x
University of Northern British Columbia (Canada)		1			x
University of Oregon				1	551-600
University of Pennsylvania		1	1		13
University of Queensland (Australia)	1				43
University of Reading (UK)			1		213
University of Rochester			2	1	151
University of South Dakota				1	x
University of Southern Mississippi		1			x
University of Sussex (UK)			1		193
University of Tampa	1	1		2	x
University of Texas, Arlington		1			x

(table continues)

University	Class of 2012 IBDP	Class of 2012 non-IBDP	Class of 2013 IBDP	Class of 2013 non-IBDP	World Ranking
University of Texas, Austin		2			71
University of Texas, Dallas				1	366
University of West of England, Bristol (UK)			1		x
University of Toronto (Canada)			1		17
University of Tulsa				1	701
University of Waterloo (Canada)			1		180
University of Wisconsin, Madison		1			37
University of York (UK)	1				114
U.S. Air Force Academy				1	x
Virginia Tech		1		1	316
Wellesley College		1			x
Western University (Canada)		1			199
Westmont College		1			x
Xavier University (Philippines)				1	x
Yonsei University (South Korea)	1				114
York University (Canada)		1			401-410

Note. Rankings found from QS World University Rankings 2012/2013 (http://www.topuniversities.com/)

The 2012 and 2013 CAC IBDP graduates and non-IBDP (American Diploma) graduates attended the universities listed in Table 12. A total of 183 students' self-reported which university they were attending although they may have transferred since. Of those students, 40% of them participated in the IBDP. Eleven IBDP students' data from 2012 are missing and two students' data from 2013 are missing. It is important to keep in consideration that out of the students who participated in the IBDP not all of them actually earned the diploma. Fifteen IBDP students (21% of those who participated in the IBDP) attended universities ranked in the top 100 according to QS World University Rankings 2012/2013, compared to only eight (6%) of the non-IBDP students. Eleven of the IBDP students (15% of those who participated in the IBDP) attended universities ranked in the top 50 according to QS World University Rankings 2012/2013, compared to only six (5%) of the non-IBDP students. A limitation of this data is that not all of the universities listed above are ranked by QS World University Rankings, and thus they were not included in the statistical comparisons. In addition, it is important to consider that there are many

variables that could have affected which universities the students were admitted to as well as the possibility of a self-selection bias for those choosing to participate in the IBDP.

Summary

In summary, the outcomes of offering the IBDP at a school are dependent on how the IBDP is implemented at each individual school. The outcomes of offering the IBDP at CAC depend on how the program itself is implemented concurrently with the American Diploma curriculum. The outcomes at a school also depend on the teacher's interpretation of the IBDP curriculum and their integration of the broader ideological aims of the IBDP, and on the choices that students make during their participation.

The administration's views are most consistent with those of the IBO. They, in general, state the intended outcomes of the IBDP as provided by the IBO literature. The administrators also focus on the university preparation aspect of participating in the IBDP which aligns with CAC's mission. In addition, they focus on the branding and marketing for the school. Offering the IBDP for CAC helps the school with its market share in the community, especially by attracting European students with a desire to participate in the IBDP. The intended outcomes are shown in the cloud diagram (Figure 5).

Figure 5. Cloud diagram: Intended outcomes of offering the IBDP at CAC

The administrators list earning college credit as an unintended outcome in consensus with all other stakeholders. They also agree with the students in that hiring qualified and IBO trained teachers may have a positive spillover effect on the non-IBDP courses that they might teach, and that the external assessment component adds credibility to the school. The administrators were in consensus with the teachers that offering the IBDP raises the bar for the entire CAC curriculum. The unintended outcomes are shown in Figure 6.

The administrators were in agreement with the other stakeholders in that at the very least the student diversity provides an environment that encourages global citizenship or international mindedness, and thus a way for the IBO to actualize one of their outcomes. The administrators objectively state that the school would like to provide encouragement for student engagement with the local community and does so usually, but that current times of heightened security levels have been detrimental to that aspect of the school's goals which ultimately impacts the participation of IBDP students in certain activities.

The teachers were the most critical stakeholder group. An intended outcome that they stated is that offering the IBDP helps attract students to CAC, in agreement with other stakeholders. They agree with the students that participating in the IBDP increased the students' chances of admission to universities and was key in exposing them to different courses. The teachers agreed with all the other stakeholders that participating in the IBDP helped students' writing skills.

The teachers also stated that offering the IBDP helped to raise the bar for the curriculum school-wide, as students needed to be prepared for the rigor of the IBDP courses when age appropriate, and gave students the opportunity to earn college credit upon admission as stated by all stakeholders, both unintended outcomes. They were also in consensus with the students and alumni in that participating in the IBDP is a stressful experience for the students.

The teachers stated that the diverse classes offer the opportunity for class discussions that help in widening students' worldviews. Thus, they are in consensus with the other stakeholders that the student body diversity is critical to fostering international mindedness and global citizenship. They also stated that student engagement with the local community is not exclusive to the IBDP, in consensus with all other stakeholders.

The students, in agreement with all stakeholders, stated that preparation for college is an intended outcome of the IBDP. The students stated that participating in the IBDP helped them with college admissions, made them more independent as students and instilled in them a work ethic. The students were in consensus with the teachers that participating in the IBDP allowed them exposure to a range of subjects. The students agreed with all other stakeholders that their writing skills were enhanced due to participating in the IBDP. In addition, the students stated that participating in the IBDP helped them develop a more open worldview.

Time management and organization was the most appreciated and frequently stated outcome by the students, one that is unintended by the IBO. The students, in agreement with all

but the administrators, articulated that it was a stressful experience for them. The students agreed with all the stakeholders that the opportunity to earn college credit was important to them as an outcome. They also stated that more capable teachers were hired as a result of offering the IBDP and that the school is more credible due to the external assessment component of the IBDP.

The students did not feel that the CAS component of IBDP played a significant role in influencing their engagement with the community, but that CAC did as a school. The majority of the students stated the students' exposure to the diverse student body to be more impactful than participating in the IBDP for the development of a wider worldview.

The alumni appreciated their opportunity to participate in the IBDP for the most part and felt it prepared them well for university, with a few minor exceptions. Other intended outcomes that the alumni stated were the positive impact on their writing skills and making them well-rounded individuals.

The alumni articulated a few unintended outcomes such as that their participation in the IBDP has created a global network for the them where they can connect with other participants and that they are a *class of their own* as a result of their participation in the IBDP. This claimed elitism is partly due to how others perceive them as former IBDP participants who have successfully completed a challenging and rigorous program, articulated the alumni. They also stated that the opportunity to earn college credit was important to them.

Figure 6. Cloud diagram: Unintended outcomes of offering the IBDP at CAC

Implications

It is important to pay attention to what not only is stated by the stakeholders but also to what is not stated. The IBO aims to develop international mindedness in students and help them become global citizens. The findings from this study show that the IBDP itself does little of that as it was only stated by a few as an outcome of participating in the IBDP. Instead, a theme of student body diversity emerged in the data. Many stakeholders articulated that the diversity of the student body played a larger role, or at least set the stage for IBDP to foster international mindedness in participating students.

Another important theme that emerged from the data is that the quality of the outcomes as a result of participating in the IBDP are dependent on both the teacher, and/or the student, as well as how the program is implemented at the school. It is difficult to control these variables and thus the outcomes are highly variable based on variations in all three of these factors.

The tracer study showed that three times as many IBDP graduates were enrolled in the top 50 universities compared to non-IBDP graduates. Although this, like all of the findings, needs to be interpreted with care, it emphasizes the effectiveness of IBDP in preparing students for universities as well as its recognition by universities worldwide as shown by the larger number of IBDP students enrolled in the top 50 universities compared to non-IBDP graduates.

Participating in the IBDP could theoretically be a transformational experience for some students at CAC, but it really depends on other variables such as the individual student as well as the student's earlier schooling experience. Nevertheless, participating in the IBDP does prepare students well for university as indicated by the stakeholders in this study, and possibly increases the probability of acceptance into highly ranked universities as indicated by the findings of the tracer study.

The findings of this study show that although offering the IBDP may be worth it for some schools, it is not necessary to offer the IBDP in order to achieve the IBO stated outcomes if the

school is already offering a curriculum that has similar goals. A similar curriculum with high standards would allow for similar outcomes for the students. Engagement with the diverse local community as well as the development of a wider worldview and international mindedness can be achieved through consistent efforts by the school to achieve this and not only by offering the IBDP. Developing a wider worldview and international mindedness can partly be attributed to having a diverse student body. Participation in the IBDP does come at a price however, as it is perceived by both them and their teachers to be a stressful program. The elitist nature of the program may be due, in part, to the students' perception of *surviving* the IBDP and managing to persevere through it.

Chapter Five: Discussion and Implications

The purpose of this study was to identify the intended and unintended outcomes of offering the IBDP at CAC. First, a summary of the research findings is presented. Following that the implications for theory, leadership, policy, and practice are presented. Then the strengths of the study, limitations of the study, recommendations for future research and the conclusion are presented.

Summary of Research

This case study of CAC is a qualitative study which identified the intended and unintended outcomes of offering the IBDP at the school, from different stakeholder perspectives. The stakeholder groups for this study were identified as administrators, teachers, students, and alumni. This study also incorporated a tracer study where the matriculation data of CAC graduates were obtained in addition to interviewing two groups of alumni who participated in the IBDP at CAC. A total of 22 in-depth semi-structured interviews were conducted with the administrators, students, and alumni. One focus group was conducted with the teachers. A document analysis of the literature, IBO public relations documents, websites, and reports both internal and external to the IBO, was carried out.

Inductive analysis was used to study the emerging themes that were found in the data collected. The four research questions that the document analysis, interviews and focus group aimed to address were: (1) What are the intended outcomes of offering the IBDP at CAC? (2) What are the unintended outcomes of offering the IBDP at CAC? (3) Does a diverse student body contribute to the achievement of IBO goals? If so, how? (4) In what ways does student participation in the IBDP lead to engagement with a diverse local community?

Summary of Research Findings

A common theme that emerged throughout the data analysis was that the outcomes of offering the IBDP for the student are institution dependent, as well as teacher dependent. In addition to the selection of courses offered at each institution, the curriculum offered leading up to the IBDP may enhance or detract from the students' learning when participating in the IBDP. For example, CAC has a community service program in place for students of all ages so students participating in the IBDP did not feel that the CAS component of the IBDP was a unique learning experience for them. The teachers' competence and effectiveness of integrating the ideological aims of the IBO into their teaching also affects student outcomes. The students' development of global citizenship, a wider worldview or international mindedness was found to be mostly due to the diversity of the student body but dependent on the student and their relationship with the teacher. The manner in which the institution structurally incorporates the IBDP into the school and manages an IBDP cohort could encourage or discourage a sense of being elite due to participating in the IBDP (an unintended outcome), for students. In other words, there are many variables that affect the outcomes of offering the IBDP other than simply participating in the program.

The students and alumni commended CAC for engendering feelings of unity in students participating in the two programs: IBDP and the standard American diploma. The IBDP is a rigorous and widely recognized program regardless and thus leads participating students to feel a sense of accomplishment, and possibly to feel more competent than other non-IBDP students leading to academic elitism, in addition to the social elitism that exists due to CAC's selective enrollment of host nationals and globally mobile expatriates.

The outcomes of offering the IBDP for the school are less institution specific as the branding occurs only by obtaining approval to offer the IBDP. The findings show that offering the IBDP is a means to attract students to the school as a result of it being a branded program.

The branding of the IBDP signals at least an attempt by the school to offer a rigorous program and have students well prepared for university. The IBDP *brand name* is recognizable both by universities and parents looking for a school for their children.

Whether the students earn college credit for the IBDP courses depends not on the school, but on the university the student enrolls in. The impact of professionally developing the teachers through IBDP training, are dependent on the school as it depends on if the IBDP trained teachers teach other non-IBDP classes or share their knowledge with other teachers. There is a financial repercussion for the school as there is a fee per teacher for the IBDP trainings. It may be well worth it for the school however, as it may enhance the school reputation by hiring teachers who are IBDP trained. This again is a result of the branding of the IBDP.

As described in Chapter Four, the various stakeholder groups view the outcomes of offering the IBDP differently due to their varying roles at the school.

Theoretical Implications

Transformative Learning Theory

In this study, this theory is used as a framework to study the impact of participation in the IBDP on transforming students' perspectives. This includes developing an internationally minded worldview that the IBO claims is a student outcome of participation in the IBDP.

A major finding of this study is whether participating in the IBDP is a transformative learning experience for the students depends on the teachers and the students themselves. Some teachers may incorporate questioning knowledge and assumptions into their curriculum more effectively than others. Some TOK teachers may be more effective than others. Furthermore, the student him or herself may be more or less open to examining their assumptinos and value systems and more willing to engage in discussions or to reframe their worldview. Similarly, particular students may gain more from their CAS experience or writing their EE than other

students, and each teacher facilitates the process differently. This dependence on both the teachers and the students is especially noticeable when the students and alumni bring up the core components: EE, CAS, or TOK. This phenomenon coincides with Thompson et al. (2003) who state that the IBDP is a transformative educational program mainly through its compulsory core components (as cited in Cambridge & Thompson, 2004). The IBO encourages critical thinking and questioning knowledge and assumptions, some of which takes place through the core components and the rest through the academic courses.

The school is also a factor in making the experience a transformative one. A finding of this study is that the transformative learning experience is not exclusive to participating in the IBDP, at least at CAC. In the interviews, as well as the focus group, the stakeholder groups commended CAC for pre-IBDP existing projects such as community service that are a contributing factor in making learning transformative. Thus, community involvement is not exclusive to the IBDP experience at CAC. Community service in the IBDP falls under the CAS component. A 2008 graduate mentioned how CAS stimulated them to try an activity that they continued to do after graduating and surpassed the requirements of CAS. A 2010 graduate commented that CAS "changes your view from how to graduate and make money to how to graduate and make a difference," and "I wouldn't have taken an internship at a place called Corporate Accountability International if it wasn't for the service aspect of IB." Both of these quotes show that CAS made an impact on these particular students related to local engagement with the community. However, there are still many questions such as what effect the community service that the students take part in has on the communities they serve, and what exactly community service means according to the IBO.

The TOK course helps students think about their knowledge, question their reasoning and ferret out logical fallacies which is in line with transformative learning in that it encourages

questioning what we know (Mezirow, 2003). A student commented that the, "positive aspects of TOK are something that have remained with me and that I will hopefully be able to use in my future." The administrators supported the value of the TOK course in that it opens students' minds and teaches them about metacognition. The alumni showed polarity in terms of whether they felt TOK was of value or not. The value of TOK is highly dependent on the nature of the student-teacher relationship.

International education specifically is seen as a transformative discourse that aims for peace and global citizenship, as well as responsibility towards the community (Roberts, 2009; Walker, 2007). As far as global citizenship goes, developing international mindedness, or a wider worldview, the general consensus among the stakeholders was that the international school environment itself had more of an impact transforming students in those ways than did the IBDP itself. Some of the IBDP courses exposed students to other cultures but even the discussions in those classes were of more value transformation-wise when the student body was diverse. The findings show how the experience of participating in the IBDP is dependent on a variety of factors and thus a blanket statement that states that the IBDP is in fact a transformative experience for all is not possible. It may be for some individuals but not for others.

Social Contact Theory

This theory encompasses a framework based on the phenomenon that interpersonal contact between different groups of people and between individuals is an effective way to reduce prejudice, discrimination, and ethnocentrism. Allport's rationale behind the good fit of this theory is that as one learns more about a people, generalizations, oversimplifications, and stereotypes diminish, thereby creating the open relationship needed for positive interaction. In this study, participating in the IBDP and the diversity of the student body are both viewed as possible vehicles that help students learn about each other.

Some research indicates that the school environment is more important than the program itself in encouraging the development of international mindedness (Halicioglu, 2008; Hayden & Wong, 1997; Hinrichs, 2002; Van Oord, 2007). The social contact theory is used as a framework to study the impact of the diverse student body on the development of attitudes such as global citizenship, international mindedness, and a wider worldview, as viewed by the various stakeholders.

Social contact theory assumes that students at schools with diverse student bodies, such as CAC, are exposed to different cultures thereby increasing contact and fostering their development of international mindedness as they learn to interact with each other peacefully and effectively. A comment in Hayden and Thompson's (1998) study: "the very presence of foreign students does more for tolerance and open-mindedness than any structured scheme" (p. 560) supports the findings of this study. The consensus from all stakeholders' perspectives was that the diverse student body at CAC contributed to the development of global citizenship, international mindedness, or a wider worldview, more so than participating in the IBDP.

The diverse student body being an integral part of the students' experience at CAC, is difficult to disentangle and isolate from the impact of participating in the IBDP. An administrator stated:

> We value diversity – one of our core values is being a global citizen. I think when you're in an international school it is hard to really extricate yourself from international mindedness because when you're sitting in a classroom and you have 20 kids and they represent 10 different nationalities, how do you get away from 10 different perspectives that are coming from a cultural lens… I don't know if we can lay that at the feet of the IB program so much as at the feet of being an international school.

The students who had been enrolled at CAC for a longer period of time or had been at other similar international schools were impacted the most by being in such a diverse environment rather than solely by participating in the IBDP. They were the students who did not feel that participating in the IBDP added much value in terms of developing international mindedness or global citizenship. One student commented:

> Being at CAC inherently makes you global… because you are surrounded by an international community – maybe not as much now [since the 2011 revolution] – but definitely before, and you come in touch with different cultures… your teachers may have had different experiences and they often recount it to you and generally the curriculum is pretty wide so you do get exposed to a global way of teaching. So, I don't know I can say that IB in itself made me a global citizen or if CAC already did that.

The diverse student body was perceived by all stakeholders to be critical to helping the students develop global citizenship or international mindedness, one of the aims of the IBO. This finding supports Allport's social contact theory.

Implications for Leadership, Policy, and Practice

While the results of this study must be interpreted with care, there are implications of offering the IBDP for the IBO, educational leaders, and educators, which could lead to significant programmatic changes.

This study provides insight into how diversity of a student body helps satisfy the IBO aims of developing international mindedness. If the IBDP is offered at a school that does not have a diverse student body, this study suggests that more efforts may be needed to help satisfy the IBO's stated ideological aims. Points brought up during discussions of the EE, CAS, and TOK,

benefit educators, school leaders, and the IBO, as they support how outcomes depend on the institution, the teachers, and the students, and how some specific changes may enhance the outcomes of the program.

A significant unintended outcome of the IBDP that emerged in this study, from the alumni specifically, was the elitism associated with having participated in the IBDP. One way to address this issue of superiority, according to Muller (2012), is by interaction with the local community. This is a significant finding that educators, educational leaders and policy makers should keep in mind when making a decision to offer the IBDP, as offering it might contribute to the creation or maintenance of an elite class which results in reproduction of inequality.

Participating in the IBDP might contribute to the reproduction of social inequality (Resnik, 2012) or to the creation of a transnational elite that are distant from the concerns of reality (Tate, 2013). The eliteness caused by participation in the IBDP would actually contradict its ideals of encouraging peace, understanding between cultures and international mindedness. Tate (2013) adds that it also supports the growing dominance of English, and addresses global concerns when local ones might be more pressing. In a developing country like Egypt, these concerns need to be taken into account when offering the IBDP. Bunnell (2011a) also states that in the Middle East the IBDP is an elite program as it is offered mostly in private schools, which are out of reach for the majority. In the Middle East, the IBDP is only offered at one state school in Qatar currently, and in Egypt, the IBDP is only offered at private schools (IBO, 2014b).

As previously discussed in Chapter One, student participation in international schooling and in the IBDP specifically leads to more opportunities for upward and global mobility (Allen, 2002). Tarc (2009) asserts that in developing countries, individuals seek an international education as a way to "gain personal, corporate or national advantage in a global economy" (p. 94). This describes the situation in Egypt accurately; families who can afford it, aspire to send

their children to international schools as a vehicle for social and economic mobility. International schools are defined as a place

> where different cultures operate within the same environment, where there is often a dominant cultural ethos, both among the faculty and the students, and where the culture of the host country can impinge on the culture of the school, in varying degrees and in various ways, producing a school culture with individual and specific characteristics [in what becomes] a cultural borderland (Allan, 2002, p. 78-79).

It was fascinating to find that one 2012 CAC graduate explained that over time the diverse student body became somewhat more homogeneous as all of the students went through the same experiences in the same program at the same school, which coincides with Hill's (2006a) concerns about globalization. This phenomenon corresponds to what Cambridge (2003) refers to as "cultural homogenisation" (p. 4), and should be taken into consideration when the diversity of the student body is assumed by policymakers to help address specific aims related to the development of international mindedness or fulfill a goal of internationalization.

Leask (2006) states that diversity of the student body could be a "stimulus for internationalization" (p. 119) although it is not guaranteed to affect internationalization alone. Hayden and Wong's (1997) findings support this. They find that participating in the IBDP does not help promote an international education as well in a monocultural and monolingual school, as it does in a school with a diverse student body. They found that the school environment and the informal curriculum have more impact on the development of international perspectives than the formal curriculum.

Implications for Leadership

"Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school" according to Leithwood, Louis, Anderson, and Wahlstrom (2004, p. 5) and they state that the effect of leadership on student learning is often underestimated. Thus, it is critical to address leadership even when it comes to K-12 education where leadership may be perceived to be less important than the teachers with whom the students are in immediate contact with on a daily basis.

Educational leaders need to develop global mindedness if they are expected to cultivate a global perspective of education similar to what is required by the IBO. This is a critical issue in this day and age as globalization proceeds to facilitate mobility and it is likely that one will have to interact with others from another culture (Hersey, 2012). This is important for the international schools here in Egypt with diverse faculty as well as families in some cases, where all have to interact keeping the best interest of the student in mind. Leaders need to comprehend that leadership varies across dynamic cultures and need to be culturally sensitive, as leadership is a culturally influenced process (Bennis, 2007; Dimmock & Walker, 2000). Dimmock and Walker (1998), assert that it is imperative to recognize this as it will help improve educational practice and make schools more effective and socially responsive.

Fullan (2002b) states that social responsibility, coherence making, and improving relationships are essential components that leaders should address. In addition, he emphasizes the importance of sustaining the system, developing the social environment, learning in context and cultivating leaders at many levels. Social responsibility and learning in context fit in with the IBO's ideals about engagement with the local community through participation in CAS for example. Fullan's (2002b) description of the essential components that leaders should address, overlap with components of transformational leadership.

There are implications for educational leaders as they decide whether or not to offer the IBDP at their school, or if they are already offering it. They need to study how to structure it if offered alone or alongside other programs that they offer, in order to achieve the ideal outcomes for the students and the school. Deficiencies in the IBDP at CAC were attributed by alumni in part to CAC's main focus on the long-standing American Diploma curriculum, which relegated the IBDP to second place, sometimes requiring the IBDP student to adapt to less than optimum arrangements, and to a shortage of resources.

When beginning the IBDP some students also felt unprepared for some of the course rigor, indicating that possible changes are necessary in the curriculum as a prerequisite to starting the IBDP. The unreliability of the predicted test scores was another issue that both students and teachers struggled with. Educational leaders and the IBO need to reassess the importance of such predicted grades. Both alumni groups agreed that the course variety was lacking at CAC. One alumnus thought that there was not enough focus on the local context, which left the student at a disadvantage when working in Egypt, and seems indicative of a weakness in fulfilling the stated CAS aim of local engagement.

There is a disconnect between CAC and the larger local community that is more pronounced since the Arab Spring. The limited opportunities for students to engage with the local community diversity due to security concerns or imposed company restrictions are resulting in a larger number of students fulfilling their CAS requirements within the walls of the school or at least closer to the school than is ideal. One of the students helped coach a younger soccer team while another helped teach music to elementary students, both at CAC. It is important for leaders to recognize that such a disconnect can and will happen in a context of political volatility. There already exists the concern that international schools maintain a certain distance from and operate in isolation of the local community, and political volatility certainly does not help increase engagement with the local community diversity.

A student stated: “I cannot emphasize how stressful it is.” They felt IBDP was stressful and that it sometimes restricted their freedom of thought due to its rigidity with defined mark schemes and point allocations. Stress also concerned the teachers who feared that the assessment driven focus of the program not only increased students' stress levels, but also might lead to an aversion to the learning process. The students struggled with having to relate a CAC grade to their IBDP grade. In addition, the students felt constrained due to the lack of sufficient time to finish the syllabus and that the coursework (especially the higher level) was heavy. The insufficient time allotted to the content resulted in fast paced classes which a school timetable modification could possibly address; leaders need to reexamine the structure of the program in order to allocate more time where it is required.

The leadership of the school has the ability to address the above stated concerns with the IBDP and make changes to the structure of how they offer it to alleviate some of the issues. Nevertheless, a critical factor to consider is the branding of the school as a result of offering the IBDP. The branding of the school, which results in attracting students may undermine other concerns that pale in comparison. Leaders should be aware that the IBDP is a recognized brand both by families enrolling their children in schools and by university admission officers looking for high caliber students.

Tracer study implications. There are multiple factors that affect university admissions other than the learning that occurs as a result of participation in the IBDP. These factors include the branding of the IBDP, a probable self-selection bias as well as a signaling effect. The IBDP certificate is a *signal* in and of itself to the university admissions that the student has certain abilities according to Spence’s job market signaling effect (Spence, 1973). In this study, the students who participated in the IBDP applied and were accepted into more highly ranked universities than students who did not participate in the IBDP. Thus, it may be of use to school

leaders to have access to more in-depth data from further studies to enable them to attract students to their school, or to initially start offering the IBDP.

Implications for Policy

The IBO, as the organization that oversees the IBDP, needs to carefully listen to the comments made by the stakeholders in this study. The administrators were concerned about the relatively traditional nature of the program, too many prescriptive rules and the high cost of the program. In addition, they also stated that participating in the IBDP can limit the courses available to students. Other factors articulated by the administrators are that schools can be judged by student scores and that student mobility halfway through the program is complicated. According to one administrator offering the IBDP can sometimes cut down on other programs the school offers. For example, due to participating in the IBDP some band students may not be able to continue to take band thus decreasing enrollment for that class perhaps to such an extent that it would be eliminated from the school program. One administrator suggested that a school could offer their own program that is of equal quality to the IBDP with enough time and effort. It was however suggested that, despite the criticisms, the IBDP is useful to help improve a school quickly as it is ready to be adopted as is.

The students felt that there was an inequity in the rigor of the courses. A teacher summarized the shortcomings of the IBDP by saying that, “The IB is a small town operation trying to be a big city show.” The fast expansion of the IBDP and lack of quality control concerned the teachers. The lack of quality control includes the grading of student exam papers as graduate students are hired to grade papers a teacher reported: “so whatever [the students] earn as a grade is based on this specific person who did not teach IB.” Some teachers did not feel they were supported with sufficient resources from the IBO for their subject area. One teacher stated:

> You [IBO] are rolling out a new syllabus that people are paying thousands of dollars for, that students are hinging their future on for their university studies, and you are expecting people to implement this program and expecting students to take an examination, and you're not giving people any information as to how that is being evaluated exactly except for these extremely vague rubrics which you have crafted that can be interpreted in so many ways depending on the examiner.

Teachers were in consensus that, "we [teachers] always have students… that we really don't know on the day what grade a particular examiner or moderator is going to give… that shouldn't be the case." The difficulty of accommodating special needs students also garnered criticism.

Implications for Practice

There are implications for educators as they embark on their journey of teaching course content while trying to implement the ideological aims of the IBO. Some alumni shared that they felt their teachers were unprepared to teach IBDP courses thus the quality of the outcomes for those courses were compromised. Careful consideration of teacher qualifications and the adequacy of IBDP training is critical when teachers are assigned to teach IBDP courses. A teacher's understanding of the ideological aims of the IBO and how to integrate them into a given course was another concern. A teachers' effectiveness impacts the outcomes of student participation in the IBDP. Some alumni also felt that the high stress nature of the program did not reflect the lower stress levels characteristic of being at university or being employed. This raises the issue of how the IBDP is made to be a stressful experience for the students and how beneficial that is for them in the long run.

Strengths of the Study

A major strength of this study is its identification of the intended and unintended outcomes of offering the IBDP at an international school in Egypt with a diverse student body,

both for the students and for the school. In order to achieve this, an in-depth study of the school was conducted where data was collected from various stakeholder groups in the natural setting, the CAC. Triangulation of all the data from the various data collection methods used (semi-structured interviews, focus groups, tracer studies, and document analysis) provides credibility to the study. The use of tracer studies to complement the interviews and focus group further strengthens the study, as they are short and uncomplicated, but provide critical data. Checking back with participants and being clear about the researcher's positionality within the study both are important, and add credibility, as do the rich descriptions and quotations provided to support the data. Last but not least, the method of data analysis used for this qualitative study is likely to be understood and be credible to the relevant audiences.

Limitations of Study

The major limitation of this study is that it focuses on only one unit. This was a case study with a tracer study component, in which the results are specific to the school studied. This case study is not generalizable (Naumes & Naumes, 2006) to other global contexts, however, it does provide insight and understanding of the outcomes of the IBDP. It is not a comprehensive study, but rather exploratory and inductive in nature, requiring that the results be interpreted with care. Furthermore, only a limited population was studied and the results of this study are not comparable to another sample of students of different nationalities attending a different school. A large percentage of the alumni interviewed in this study, were Egyptian, only because they were physically present in Cairo at the time of the study. A more diverse selection of alumni were invited to participate, but were scattered all over the world at the time of the study. Only a total of 22 interviews were conducted, in addition to one focus group composed of six teachers. This was due to both physical presence and age constraints; I only interviewed students who were over 18 at the time of the interview. There may be some bias that comes out in the interviews with respect to the perceived socially desirable outcomes of the IBDP. The study was conducted in English

which may have resulted in some misinterpretations by some respondents, even though most of the population was fluent. Personal interpretations of the questions may have differed and thus affected responses (Halliday, 1978; Hébert, 2011). A tracer study was conducted for the 2012 and 2013 CAC graduates, which left out some of the alumni who were interviewed in the 2008-2010 group. The tracer study provided only some insight into which universities the IBDP graduates from CAC attend. Similarly, one focus group was conducted which may have yielded different results from another focus group with a different mix of teachers. This limited population makes it difficult to make any irrefutable generalizations. Finally, the researcher has attempted to remain objective throughout the research.

Recommendations for Research

This exploratory study only skims the surface of identifying the intended and unintended outcomes of offering the IBDP for the students and for the school. More research is necessary following this study to obtain additional relevant information about this topic.

Originally, the plan was to compare the outcomes of offering the IBDP in a school with a non-diverse student body versus one with a diverse student body, but due to time constraints this study was limited to the case study of one particular school. So, a comparison between similar schools with different characteristics of their student bodies (a diverse student body and a homogeneous one) should be helpful in confirming the effects of the student body environment on satisfying the ideological aims of the IBO. Also, it would be important to look at similar schools with, and without, the option of participating in the IBDP for cross-reference.

Another dimension that needs further research, which was identified in this study and has been addressed, albeit briefly, in the literature, is the elitism of the IBDP. An interesting follow-up to this study would be to look at the effect of offering the IBDP on the cultural identity of students at schools in Egypt. Lineham (2013) emphasizes that more studies are needed to

determine the effectiveness of the IBDP in developing values in students, compared to other external factors such as demographic variables.

The tracer study provided some data for this exploratory case study; however, a larger sample of IBDP students from more schools would provide more evidence for participation in the IBDP helping higher-ranking university acceptance.

Conclusion

The results of this study inform educators, educational leaders and the IBO about the intended and unintended outcomes of offering the IBDP at the CAC in Egypt. Although the results are specific to this school, the ideas that emerge from this study help form a deeper understanding of the intended and unintended outcomes of offering the IBDP at CAC. Some of the insights gained may, with care, be extrapolated to help further understand the outcomes of offering the IBDP at other similar schools worldwide.

The findings of this study show that the administrators' opinions about the IBDP are similar to the publicized IBO aims. One administrator, although a believer in the IBO aims, states that with some effort a school could offer their own program and obtain similar outcomes. For students, the main outcome is improved time management and organization skills as they contended with accommodating all the IBDP demands on their schedules. According to the findings of this study, the teachers and alumni believe that the IBDP prepares students well for university and the stress of juggling many different tasks at one time.

This study also shows that the CAS component of the IBDP is the main vehicle by which students interact or engage with the diverse local community but is dependent on the individual student and on the project itself, so does not ensure engagement with diverse local community. Some students will opt to conduct their CAS project internally with younger students, for example, which would not involve interaction with the larger local community. Other students will opt to become involved with a local orphanage which enables them to interact with the local

community. In addition, the students voiced that when the school already incorporates CAS elements into its curriculum, the IBDP does not have much impact other than encouraging students to continue engaging with the local community.

What stands out from this study is that all stakeholders mentioned the diversity of the student body when discussing global citizenship, international mindedness and widening one's worldview. The diversity of the student body and both the formal and informal interactions that occur as a result are important in helping to develop the IBO's ideological aims, more so that the IBDP itself, although some courses may encourage more discussions and/or exposure. This is consistent with Lineham (2013) who identified that the diversity of the student body has a significant effect on the students' attitudes as the diversity added multiple perspectives to class discussions. It is also in line with Kim and Van Dyne (2012) whose study shows that prior intercultural contact is important for developing international leaders.

Contact with diverse others and learning another language are a requirement of international education according to Hayden and Thompson's (1995a, 1995b, 1998) findings. Contact with diversity helps develop values such as empathy, respecting differences, tolerance, caring and appreciation of other cultures, which are considered values necessary for being *international*. Hayden and Wong (1997) interviewed a small sample of IBDP teachers and IBDP alumni, and concluded that the IBDP does not promote an international education as well in a monocultural, monolingual national school as in a diverse school environment. They caution against attributing the development of international understanding to participating in the IBDP as it is not clear to what extent the IBDP realizes that goal.

In contrast, Hinrichs (2002) suggested that the IBDP curriculum helps promote international understanding underscoring the importance of the curriculum rather than exposure to diversity alone. Otten (2003), Bennett (2009) and Paige (1993) state that exposure to diverse cultures does not guarantee the desired development of intercultural learning or competence.

Bennett (2009) claims that research has shown that intervention through the curriculum and facilitation is necessary in order to help develop intercultural learning. Otten (2003) concludes that reflection on the experiences the students have is necessary to develop intercultural competence. In addition, Paige (1993) suggests that if the experience is not made into a personally relevant learning experience, then mere contact with diversity is not sufficient but could instead reinforce negative stereotypes and prejudice.

In conclusion, despite several limitations, this study provides insight into the nature of the intended and unintended outcomes of offering the IBDP at CAC for both the students and the school. The branding the school gains upon offering the IBDP an important aspect of offering the IBDP. In contrast to the ideals of globalization, the branding has made the IBDP a commodity to which the wealthier in Egypt aspire to obtain. Furthermore, this study informs educators, educational leaders, and the IBO about factors that influence local engagement with the community and global citizenship in the context of the IBDP. A *glocalized* curriculum that includes engagement with the local community diversity and global citizenship would be ideal. This allows students to attain a global mindset and international understanding without the risk of being alienated from their own national culture. Muller (2012) suggests that interaction with the local community and community service help alleviate such concerns.

Appiah (2006) argues for cosmopolitanism, as it is neither liberal universalism (imposing values on others) nor cultural relativism. It is what he calls “universality plus difference” (p. 151). According to Appiah (2006), in order to have conversations that will enable humans to coexist it is necessary that obligations towards others are more than just shared citizenship and people are informed of cultural values and beliefs. An educational program that can steer students towards *universality plus difference* is important. Such a program that can include more than just the globally mobile expatriates and local elites in a developing country such as Egypt could be a step towards increasing access to international education.

Caldas states that "globalization and international education are inextricably linked," (2012, p. 1021; Banks, 2012). He also states that students who are educated in international schools are often better positioned to take advantage of economic opportunities and well prepared to become global leaders. More importantly, the goal of a valuable and genuinely international program in the 21st century is to have students learn to *think globally* and *act locally* (Allen, 2000).

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Appendix A

Letter of Endorsement from CAC

CAC
CAIRO AMERICAN COLLEGE

Office of the Superintendent

11 March 2014

Letter of Endorsement

Susan Belal
5 Road #253
Digla, Maadi
Cairo, Egypt 11431

Dear Mrs. Belal,

I am writing this letter of endorsement in support of your research study titled: An Assessment of the Intended an Unintended Outcomes of offering the International Baccalaureate Diploma Program in an International School in Egypt. As discussed, CAC will cooperate with you to invite students, faculty and administrators for interviews and/or focus groups. Once participants have consented to participate you may make arrangements to meet with them.

I hope your study produces results that improve our understanding of the outcomes of offering the IBDP at Cairo American College.

Sincerely,

Wayne Rutherford
Superintendent

INFORMATION SHEET FOR RESEARCH – Students, alumni & administration

An Identification of the Intended and Unintended Outcomes of Offering the International Baccalaureate Diploma Program at an International School in Egypt

You are invited to be in a research study identifying the intended and unintended outcomes of offering the International Baccalaureate Diploma Program (IBDP) at Cairo American College. You were selected as a possible participant because you are a student at an international school in Cairo that offers the IBDP. I ask that you read this form and ask any questions you may have before agreeing to participate in the study. This study is being conducted by: Susan Belal, Doctoral Candidate, University of Minnesota, USA.

Procedures:

If you agree to be in this study you will be asked to meet with Susan Belal for approximately 30-45 minutes to answer questions related to the IBDP at your school. This discussion will be recorded with your permission.

Confidentiality:

The records of this study will be kept private. Information that will make it possible to identify you or anyone else as a subject will not be included. Research records will be stored securely and only the researcher will have access to the records. The tape recording and the subsequent data files will be destroyed upon completion of the dissertation. All information will be kept on a password-protected laptop with access only to the researcher.

Voluntary Nature of the Study:

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University of Minnesota or Cairo American College. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

If you have questions now or later, you are encouraged to contact Susan Belal at 010-0451-0461 or bela0116@umn.edu. You may also contact the academic advisers for this research study; Dr. Gerald Fry at 612-624-0294 or gwf@umn.edu, and Dr. Deanne Magnusson, at 612-626- 9647 or magnu002@umn.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher or the academic adviser, you are encouraged to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455; 612-624-1650.

You will be given a copy of this information to keep for your records.

INFORMATION SHEET FOR RESEARCH - Teachers

An Identification of the Intended and Unintended Outcomes of Offering the International Baccalaureate Diploma Program at an International School in Egypt

You are invited to be in a research study identifyng the intended and unintended outcomes of offering the International Baccalaureate Diploma Program (IBDP) at Cairo American College. You were selected as a possible participant because you are a teacher at an international school in Cairo that offers the IBDP. I ask that you read this form and ask any questions you may have before agreeing to participate in the study. This study is being conducted by: Susan Belal, Doctoral Candidate, University of Minnesota, USA.

Procedures:

If you agree to be in this study you will be asked to participate in a focus group led by Susan Belal for approximately 60-90 minutes to answer questions related to the IBDP at your school. This discussion will be recorded with your permission.

Confidentiality:

The records of this study will be kept private. Information that will make it possible to identify you or anyone else as a subject will not be included. Research records will be stored securely and only the researcher will have access to the records. The tape recording and the subsequent data files will be destroyed upon completion of the dissertation. All information will be kept on a password-protected laptop with access only to the researcher.

Voluntary Nature of the Study:

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University of Minnesota or Cairo American College. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

If you have questions now or later, you are encouraged to contact Susan Belal at 010-0451-0461 or bela0116@umn.edu. You may also contact the academic advisers for this research study; Dr. Gerald Fry at 612-624-0294 or gwf@umn.edu, and Dr. Deanne Magnusson, at 612-626- 9647 or magnu002@umn.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher or the academic adviser, you are encouraged to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455; 612-624-1650.

You will be given a copy of this information to keep for your records.

Recruitment Letter - Students

Subject Line: Your Help Needed for a Case Study of Cairo American College

Dear Students,

I am writing to request your participation in a doctoral research of the outcomes of offering the International Baccalaureate Diploma Program (IBDP) at Cairo American College, being undertaken by myself, a doctoral candidate at the University of Minnesota. I am also currently an IBDP teacher at the American International School in Egypt.

Because Cairo American College offers the IBDP and has been identified as an international school with a diverse student body and of appropriate size for a case study, I am conducting a case study of CAC to gain an in-depth understanding of the outcomes of offering the IBDP. I will focus specifically on the perspectives of board members, the director, the high school principal, the IB coordinator, IBDP teachers and students, as well as alumni.

As part of the study I will be conducting in-depth interviews with students, in April and May of 2014. These interviews should only require about 30 minutes of your time and are completely voluntary. If you are willing to participate in an interview, you can contact me directly to make arrangements at bela0116@umn.edu or 0100-451-0461. Attached is an information sheet that provides further explanation about the research I will be undertaking. Please contact me with questions if needed.

Thank you for taking the time to assist us in this important study.

Susan Belal

Recruitment Letter - Teachers

Subject Line: Your Help Needed for a Case Study of Cairo American College

Dear Teachers,

I am writing to request your participation in a doctoral research of the outcomes of offering the International Baccalaureate Diploma Program (IBDP) at Cairo American College, being undertaken by myself, a doctoral candidate at the University of Minnesota. I am also currently an IBDP teacher at the American International School in Egypt.

Because Cairo American College (CAC) offers the IBDP and has been identified as an international school with a diverse student body and of appropriate size for a case study, I am conducting a case study of CAC to gain an in-depth understanding of the outcomes of offering the IBDP. I will focus specifically on the perspectives of board members, the director, the high school principal, the IB coordinator, IBDP teachers and students, as well as alumni.

As part of the study I will be conducting focus groups with the teachers, in April and May of 2014. The focus groups should only require about 75 minutes of your time and are also completely voluntary. If you are willing to participate in a focus group, you can contact me directly to make arrangements at bela0116@umn.edu or 0100-451-0461. Attached is an information sheet that provides further explanation about the research I will be undertaking. Please contact me with questions if needed.

Thank you for taking the time to assist us in this important study.

Susie Belal

Informed Consent for Interview and Focus Group Participants

An Identification of the Intended an Unintended Outcomes of offering the International Baccalaureate Diploma Program in an International School in Egypt

Dear _____

You are invited to be in a research study to identify the intended and unintended outcomes of offering the International Baccalaureate Diploma Program (IBDP) at Cairo American College (CAC).

Procedures:

In order to identify the outcomes of offering the IBDP at CAC the researcher will be conducting interviews with students and administrators, as well as, focus groups with teachers and alumni on the topic of the outcomes of offering the IBDP at CAC. If you agree to participate in this study, you will be asked to answer a series of pre-determined, open-ended questions lasting about 30 minutes for the interviews and about 60 minutes for the focus groups. For the purpose of accurate data collection, the conversation will be recorded.

Risks and Benefits of Being in the Study:

There may be a minimal level of discomfort to the participants in disclosing their views in focus groups. The benefits to participation are a contribution to the understanding of what the intended and unintended outcomes of offering the IBDP are which is useful to educational leaders and practitioners.

Compensation:

A 30LE gift card will be given to all participants of both the focus groups and interviews upon finishing, as a gesture of appreciation.

Confidentiality:

Participant anonymity will be assured at all times and names will not be registered on the interview form. The records of this study will be kept private. In the event of any publication of these findings, we will not include any information that will make it possible to identify an individual. Research records will be stored securely and only researchers will have access to the records. The tapes made of the conversation will be erased once the data is transcribed.

Voluntary Nature of this Study:

Participation in this study is voluntary. If you decide to participate, you are free to not answer any question or to withdraw at any time.

Contacts and Questions:

Susan Belal, currently IBDP teacher at the American International School in Egypt and a Doctoral Candidate at the University of Minnesota, Twin Cities in the Department of Organization, Leadership, Development and Policy, is the researcher conducting this study. You may ask any questions you have now. If you have questions later, you are encouraged to contact the researcher at bela0116@umn.edu or at 0100-451-0461.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, you may also contact the academic advisers for this research study, Dr.

Deanne Magnusson (magnu002@umn.edu) and Dr. Gerald Fry (gwf@umn.edu) or contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455; 612-624-1650.

The University of Minnesota Institutional Review Board:

The Institutional Review Board (IRB) at the University of Minnesota requires that all study participants provide informed consent before participating in any type of research. Please review the following information and sign on the bottom to give your consent to participate in this research. Thank you.

Signature_____ Date_____

You will be given a copy of this information to keep for your records.

Appendix B

Interview Protocol for Students

Interview Protocol #1 — Student Interview Questions Guide

"Thank you for taking the time to discuss the outcomes of offering the IBDP at CAC. As you know from my letter/e-mail I am researching the intended and unintended outcomes of offering the IBDP at an international school in Egypt for my dissertation research at the University of Minnesota. I am interested in learning about your views about the outcomes of offering the IBDP."

1. What, in your view, are the most important tangible outcomes of offering the IBDP for CAC? For you as a student?
2. In what ways do the academic subjects offered at CAC prepare you for your future?
3. In what ways do the core components (*EE, CAS, TOK*) required in IBDP prepare you for your future?
4. How does participating in the IBDP at CAC prepare you for global citizenship?
5. How does participating in the IBDP at CAC prepare you for local citizenship?
6. In what ways does the IBDP at CAC engage you with local cultural communities and how? Provide concrete examples and the impact of such experiences on you.
7. In what ways do you interact with your non-IBDP peers at CAC?
8. Do you know about the IB Learner Profile attributes? If so, in what ways is the design of the program at CAC suited to the development of the Learner Profile traits as well as international mindedness?
9. In your opinion, what are some of the shortcomings of the IBDP in general as well as at CAC, and how could it be improved?
10. What are the major benefits of participating in the IBDP?

11. In summary, would you advise other students to participate in the IBDP at CAC? Why or why not?

Interview Protocol for Alumni

Interview Protocol #2 — Alumni Interview Questions Guide

"Thank you for taking the time to discuss the outcomes of offering the IBDP at CAC. As you know from my letter/e-mail I am researching the intended and unintended outcomes of offering the IBDP at an international school in Egypt for my dissertation research at the University of Minnesota. I am interested in learning about your views about the outcomes of offering the IBDP."

Thank you for coming today! Please fill in the following information. This will help us to have a better understanding of the perspectives of our group of alumni participating in this study. As you know from my e-mail I am researching the intended and unintended outcomes of offering the IBDP at an international school in Egypt for my dissertation research at the University of Minnesota. I am interested in learning about your views about the outcomes of offering the IBDP.

Gender: If you are a female please enter 1 and if you are a male please enter 0: _____

What year did you graduate from CAC? _____

What level of education have you completed? (check one)

_____ High School

_____ University (Bachelors)

_____ University (Graduate)

_____ Other

Which languages do you speak fluently?

_____

What is your nationality/nationalities?

_____

List the international schools you attended and the period of time spent at each.

_____

_____

_____

INTERVIEW QUESTIONS ALUMNI

1. Why did you decide to participate in the IBDP at CAC?
2. What were the major benefits of your participation in the IBDP at CAC?
3. In what ways did your participation in the IBDP influence your college choice and success in admission?
4. In what ways did the academic subjects and core components (EE, CAS, TOK) required in IBDP prepare you for your future?
5. In your opinion, how did participating in the IBDP influence your worldview?
6. How did your participation in the IBDP at CAC influence your civic mindedness and related engagement with the local community?
7. In your opinion, what are some of the shortcomings of the IBDP and how could it be improved at CAC?

8. In summary, would you advise other students to participate in the IBDP? Why or why not?
9. In your opinion, is there an ‘eliteness’ about being an IBDP graduate?

Interview Protocol for Principal and IB Coordinator

Interview Protocol #3 — Principal & IB Coordinator Interview Questions Guide

"Thank you for taking the time to discuss the outcomes of offering the IBDP at CAC. As you know from my letter/e-mail I am researching the intended and unintended outcomes of offering the IBDP at an international school in Egypt for my dissertation research at the University of Minnesota. I am interested in learning about your views about the outcomes of offering the IBDP."

1. What, in your view, are the most important tangible outcomes of offering the IBDP for the school? For students?
2. How well do the academic subjects in IBDP prepare students for their future? In what ways?
3. How well do the core components (EE, CAS, TOK) required in IBDP prepare students for their future? In what ways?
4. How does participating in the IBDP prepare students for global citizenship?
5. How does participating in the IBDP prepare students for local citizenship?
6. In what ways does the IBDP engage students with local cultural communities and how? Provide concrete examples and the impact of such experiences on them.
7. In what ways do you observe the IBDP students interacting with their non-IBDP peers?
8. How does being located in an international school in Egypt have any influence on how CAC offers the IBDP?
9. Describe how you think IBDP graduates stand out from their non-IBDP peers in terms of character?
10. Describe how you think IBDP graduates stand out from their non-IBDP peers in terms of skills needed for their transition to university and the workplace?

11. Do you know about the IB Learner Profile attributes? If so, how is the design of the program at CAC suited to the development of the Learner Profile traits as well as international mindedness?
12. What are the primary reasons for decisions to offer the IBDP in your opinion?
13. In your opinion, what are some of the shortcomings of the IBDP and how could it be improved?
14. What are the major benefits of the IBDP for students and for the school?
15. What are your thoughts on whether the benefits of offering the IBDP justify the cost to the school?
16. In summary, would you advise other schools to offer the IBDP? Why or why not?

Interview Protocol for Superintendent and Board Member

Interview Protocol #4 — Superintendent and Board Member Interview Questions Guide

"Thank you for taking the time to discuss the outcomes of offering the IBDP at CAC. As you know from my letter/e-mail I am researching the intended and unintended outcomes of offering the IBDP at an international school in Egypt for my dissertation research at the University of Minnesota. I am interested in learning about your views about the outcomes of offering the IBDP."

1. What, in your view, are the most important tangible outcomes of offering the IBDP for CAC? For students?
2. What types of skills does the IBDP equip students with that they might not get in other programs? Please be specific.
3. How do you think students participating in the IBDP are prepared for global citizenship?
4. How do you think students participating in the IBDP are prepared for local citizenship?
5. In what ways does the IBDP engage students with local cultural communities and how? Provide concrete examples and the impact of such experiences on them.
6. In what ways does offering the IBDP influence your hiring of teachers?
7. What are the primary reasons for decisions to offer the IBDP in your opinion?
8. In what ways does being an international school in Egypt influence how the IBDP is offered?
9. In your opinion, what are some of the shortcomings of the IBDP and how could it be improved?
10. Comment on why or why is it not, in your opinion, worth it to offer the IBDP.
11. In summary, would you advise other international schools to offer the IBDP? Why or why not?

"Teachers: Outcomes of offering IBDP at CAC"

University of Minnesota

Focus Groups - Teachers

Thank you for coming today! Please fill in the following information. This will help us to have a better understanding of the perspectives of our group of teachers participating in this study. As you know from my letter/e-mail I am researching the intended and unintended outcomes of offering the IBDP at an international school in Egypt for my dissertation research at the University of Minnesota. I am interested in learning about your views about the outcomes of offering the IBDP.

Gender: If you are a female please enter **1** and if you are a male please enter **0**: _____

What is your nationality?

_____

What level of education have you completed? (check one)

_____ High School

_____ University (Bachelors)

_____ University (graduate)

_____ Other

How many years have you been teaching? _____

Which subjects do you currently teach?

_____

What languages do speak fluently?

_____

Do you lead any extra-curricular activities? If so, please list.

_____

Are you IB certified/trained ? YES NO

List the international schools you have taught at and the period of time spent at each.

_____

_____

_____

_____

_____

FOCUS GROUP QUESTIONS TEACHERS

1. Please introduce yourself and then share what, in your views, are concrete outcomes of offering the IBDP for the school? For students?
2. In what ways does participating in the IBDP in an international school in Egypt affects your students' worldviews?
3. In what ways does participating in the IBDP in an international school in Egypt affects your students' civic mindedness and related engagement? Involvement with local communities?
4. How is the design of the program suited to promote the development of the Learner Profile traits as well as international mindedness?
5. How does the diversity of the student body influence the implementation of the IBDP?
6. In your opinion, what are some of the shortcomings of the IBDP and how could it be improved?
7. In summary, would you advise students to participate in the IBDP? Why or why not?
8. IBDP is costly to offer. Do you think it is a good investment of the part of the school to offer the IBDP?

Appendix C

The last decade has heralded significant change for Egypt; starting in 2004, the first indications of change began with a growing number of labor strikes, and the inception of political groups such as Kefaya ((Egyptian Arabic: كفاية *kefāya*, IPA: [keˈfæːjæ], "enough"), the unofficial moniker of the Egyptian Movement for Change (Arabic: الحركة المصرية من أجل التغيير *el-Haraka el-Masreyya men agl el-Taghyeer*). In the spring of 2008, the April 6 Youth Movement (Arabic: حركة شباب 6 أبريل), an Egyptian activist group was established to support the workers in *El-Mahalla El-Kubra*, an industrial town, who were planning to strike on April 6. Informal networks, such as the Ultras football fans, started to become structured and grew, both in numbers and experience. The Egyptian revolution of 2011, brought down the three-decade autocratic rule of President Hosni Mubarak in Egypt. Tens of thousands of Egyptians took to the streets in protest, demanding the end of the Mubarak regime. They protested against poverty, unemployment, and government corruption (Bennani-Chraibi & Fillieule, 2012).

Mubarak stepped down on February 11, and the Supreme Council of Egyptian Armed Forces (SCAF) took over until a new president was democratically elected. In the months that followed, protestors took to the streets again to demand an end to military trials for civilians, and restoration of the Egyptian Constitution before parliamentary elections, among other things. In June 2012, President Mohamed Morsi, the Muslim Brotherhood candidate, was announced the winner of the first presidential elections.

One year later, President Morsi was removed from office after mass protests, also known as the June 30 Revolution. A civilian, the Honorable Adly Mansour, was appointed interim president until President Abdel Fattah el-Sisi was sworn into office as president of Egypt in June 2014.

This recent (2011- currently) period of political instability and dramatic change in Egypt raised concerns about lack of security, which had a direct impact on international fee-paying

schools with international students in particular, and schools hiring western teachers, with many expatriates leaving the country. Also, Egypt became one of the less desirable destinations for international teachers, and thus hiring qualified teachers becomes a challenge for many administrators in such schools (see Table 13).

Table 13: *Student, faculty, and support staff numbers at CAC between 2009-2015*

Year	Students		Faculty	Support Staff
2009-2010	1387		183	109
2010-2011	Pre-2011 Revolution 1407	Post-2011 Revolution 1288	181	118
2011-2012	1214		156	118
2012-2013	1192		152	112
2013-2014	June 30 Revolution Start of Year 798	June 30 Revolution End of Year 939	144	101
2014-2015	840		119	98